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ABSTRACT

This report presents recommendations of the Queensland Board of Registration's Induction Working Party, whose mission was to study the role of induction in the professional development of beginning teachers. The terms of reference of the Working Party were: to advise the board on possible approaches to the systematic development and implementation of induction programs and to assess the teaching performance of provisional teachers seeking to qualify for full registration. The report is organized into eight chapters providing: (1) an introduction and summary of nine specific recommendations; (2) a literature update; (3) results of a survey of beginning teachers; (4) results of a survey of school principals; (5) review of input from meetings and workshops; (6) developmental needs of beginning teachers; (7) conclusions regarding induction and mentoring; and (8) conclusions regarding initial appointment of beginning teachers. Four appendices include: (1) a list of Working Party members; (2) recommendations arising out of Board of Teacher Education Induction Conference (25 October 1980); (3) a questionnaire on the induction of provisionally registered teachers and a questionnaire addressed to principals on the induction of provisionally registered teachers in their schools; and (4) blank form for Teachers on Probation: Confirmation of Appointment report. (LL)

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WELCOMING NEW TEACHERS

REPORT OF THE WORKING PARTY ON THE INDUCTION OF PROVISIONALLY REGISTERED TEACHERS

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WELCOMING NEW TEACHERS:

REPORT OF THE WORKING PARTY ON THE

INDUCTION OF PROVISIONALLY REGISTERED TEACHERS

May 1991

Board of Teacher Registration
Toowong

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Board of Teacher Registration,
P.O. Box 389,
TOOWONG. Q. 4066.

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CHAPTER 1

INTRODUCTION AND SUMMARY OF RECOMMENDATIONS

1. Background

In 1978 the then Queensland Boards of Advanced Education and Teacher Education adopted in principle the model of initial teacher preparation recommended in the Bassett Report. Under this model it was envisaged that preservice teacher education courses would focus on the needs of the beginning teacher and be followed by an induction period of at least one year leading in turn into further mandatory professional studies at a final-year degree level as a requirement for full professional recognition.

Because of funding constraints and other practical difficulties, the final year of degree studies was not made mandatory and to qualify for full professional registration, the minimum requirement remained the completion of a preservice teacher education program of not less than three years followed by one year of satisfactory teaching service.

The *1978 Review: Teacher Education in Queensland* (the Bassett Report) had made a number of recommendations on the role of induction in the initial professional preparation of teachers, and the Board of Teacher Education, along with employing authorities and teacher unions, sought to encourage schools to develop induction policies and programs along the lines proposed in the Bassett Report.

In 1979 the Board conducted a research project on the induction of beginning primary school teachers in Queensland which was followed by a conference to discuss the findings. As a result of the conference, the Board amended its form for principals' reports on the teaching service of provisionally registered teachers to focus on the professional characteristics seen as most important by participants in the research survey. Through its provisional registration procedures, the Board also drew the attention of provisionally registered teachers and their principals to the need for systematic induction for beginning teachers, although it did not require formal reporting of the induction processes which had taken place.

The Bassett model was reaffirmed by the Board of Teacher Education in 1987 in its report *Project 21: Teachers for the Twenty-First Century*.

Project 21 canvassed the developments in society and in education during the decade and concluded that the initial professional preparation should include a minimum of four years of tertiary studies, but in order to ensure that studies were able to lead to a capacity for critical analysis and reflection on teaching practice, saw the final year of studies being undertaken after an induction period of at least one year. Under the *Project 21* model, whatever preservice program a teacher had followed, a period of induction followed by further studies at a final-year degree level would be required in order to qualify for full registration.

Following its establishment in 1989, the Board of Teacher Registration reviewed the registration system it had taken over from the Board of Teacher Education along with the recommendations of the *Project 21* Report. The Board noted that, over the few years since the publication of the Report, the demands placed on schools and teachers had continued to increase. The former colleges of advanced education were being amalgamated into universities to form a unified system of higher education, with inevitable consequences for preservice teacher education. Responses to the *Project 21* Report were almost unanimous in their opposition to its proposal that further inservice studies be demanded of teachers during their early years of teaching as a formal requirement for the granting of full registration.

Accordingly, in July 1989 the Board of Teacher Registration adopted as the basis for its future registration policy the position that:

(i) all preservice teacher education for early childhood, primary or secondary teaching should be of at least four years' duration; and

(ii) the overall studies undertaken in a preservice teacher education program should include professional studies amounting to the equivalent of not less than three semesters of full-time study.

While further formal professional studies would not be required for registration purposes, the Board envisaged that preservice teacher education would be followed by ongoing professional development throughout a teacher's career, commencing with an induction to the profession for the beginning teacher.

Having adopted the above policy position in relation to the preservice phase of initial teacher preparation, the Board of Teacher Registration saw a need to review the role of induction in the professional development of

the beginning teacher and in the attainment of full professional registration. In particular, both the Bassett and *Project 21* Reports had recommended that, in order to qualify for full professional registration, a teacher should be required to demonstrate a capacity for critical analysis and reflection on professional practice commensurate with the completion of a degree in education during the period of provisional registration. If such a level of professional understanding was seen as necessary for professional practice into the first decade of the twenty-first century, there was a need for alternative processes by which the Board could satisfy itself that persons granted full professional registration had achieved the necessary standard of professional proficiency.

The Board therefore established a working party to review the induction of beginning teachers and the Board's procedures for obtaining reports on provisionally registered teachers.

2. The Induction Working Party

The membership of the Induction Working Party is set out in Appendix I and its terms of reference were as follows:

1. To advise the Board of Teacher Registration on possible ways in which induction programs might be systematically developed and implemented so that provisionally registered teachers, including beginning teachers and experienced teachers from interstate and overseas, will receive the most appropriate support in seeking to satisfy the requirements for full registration.

2. To advise the Board of Teacher Registration on the most appropriate procedures for assessing the teaching performance of provisionally registered teachers seeking to qualify for full registration.

3. To draw to the attention of the Board of Teacher Registration any matter relevant to the performance of the Working Party's functions which appears to have implications for teacher registration policy.

The Working Party noted that, as part of its development of cooperative teacher performance review processes under the requirement of the Public Service Management and Employment Act, the Department of Education had appointed a Teachers on Probation Working Party to review its

procedures for the appraisement of teachers on probation and recommend on their confirmation of appointment in the Public Service. Arrangements were made for cross-representation between the working parties of the Board of Teacher Registration and the Department of Education so that consideration could be given to the possibility raised by State school principals associations of coordinating procedures and report forms used for probation and provisional registration purposes. The Working Party also had available to it draft *Guidelines for the Professional Development of All Teachers (especially beginning and returning teachers)* which had recently been prepared by the Department of Education.

The Working Party saw a need for information on recent developments in induction from the literature, for information on current induction practices in Queensland schools and for feedback of the views of teachers and school administrators on induction. The Working Party therefore undertook a survey of recent literature (see Chapter 2) and surveys of provisionally registered teachers (Chapter 3) and of school principals (Chapter 4) and arranged or participated in a number of field meetings and interviews with members of the educational community (Chapter 5).

During 1990, the Board and its Professional Education Committee considered and responded to reports by an Australian Education Council Working Party on *Teacher Education in Australia* (the 'Ebbeck' Reports) which recommended an 'associateship' model for initial teacher education. The 'Ebbeck' model proposed a three-year preservice degree program leading to an interim teaching qualification followed by a two-year associateship involving half-time teaching on half salary combined with half-time studies leading to a degree in education. Arising out of these deliberations, the Board developed a draft proposal for an alternative *Queensland Model for Initial Teacher Education* which provided for a minimum of four years of preservice teacher education including an extended practicum in the final year followed by a systematic induction period of at least one year involving the assignment to each beginning teacher of an experienced 'mentor' or 'buddy teacher', supported by seminars and workshops aimed at promoting reflection on teaching practice and continuing involvement of higher education institutions with beginning teachers.

3. Conclusions

From the literature review, the surveys of beginning teachers and principals and the discussions with members of the educational community,

three significant issues emerged. The first related to the need to take account of the developmental needs of beginning teachers in induction policies and strategies. It was apparent that, whatever the extent and nature of their preservice preparation, beginning teachers progressed through a number of developmental stages from initial survival and the establishment of classroom competence to the development of professional proficiency and the capacity for critical analysis and reflective action expected of the mature teacher. This presented a difficulty for the Working Party in identifying the level of professional proficiency that should be expected of the 'fully' registered teacher and the means by which that proficiency should best be assessed.

While the Working Party would have preferred to recommend that the level of proficiency expected for 'full' registration should be a mature level involving critical reflection on practice, it recognised the serious practical and legal problems for employing authorities in the extended period of provisional registration that would be required by the adoption of such a standard. Instead, the Working Party is recommending that confirmation of provisional registration remain aligned with the establishment of a basic level of classroom competence, but that the more desirable standard of professional proficiency be recognised in the availability of a *Professional Practice Certificate* to teachers who meet appropriate criteria (Chapter 6).

Secondly, it was clear to the Working Party that the professional support and sympathetic counselling of an experienced teacher not involved in the formal assessment of the beginning teacher was by far the single most valuable component of induction. Currently, while over half of the provisionally registered teachers surveyed indicated that they had found 'buddy' teachers or other classroom teachers of 'great' or 'very great' help to them in their first year of teaching, the availability of such assistance was generally on an informal basis, often being initiated by the beginning teacher. The Working Party takes the view that the assistance provided by other experienced teachers is of such potential benefit to beginning teachers (as well as to teachers from interstate and overseas and, indeed, to any teacher teaching in a school for the first time) that the Board should build into its provisional registration procedures an expectation that every provisionally registered teacher should have available the support of a suitably experienced and prepared mentor teacher (Chapter 7).

Finally, the Working Party noted with considerable concern the continued placement of significant numbers of beginning teachers in situations which

are inconsistent with the teaching role for which they have been prepared. In particular, many beginning secondary teachers are still being asked to teach subjects in which they have undertaken no tertiary level discipline studies or curriculum studies. The Working Party believes that the Board should draw this situation to the attention of employing authorities once again and, to provide at least some support for provisionally registered teachers disadvantaged by having to teach in an unfamiliar or a difficult situation, include in its reporting requirements a statement on the teaching assignment undertaken by the provisionally registered teacher (Chapter 8).

4. Summary of Recommendations

A. The Registration System

In relation to the system of teacher registration in Queensland, the Working Party recommends:

Recommendation 1

(a) That the initial period of provisional registration continue to be one year, and that registration be confirmed on the basis of a report from the principal which provides not only an assessment of the teaching performance of the provisionally registered teacher, but also information on the teaching tasks assigned and the induction process undertaken; and

(b) That the Board consult with employing authorities, teacher organisations, etc., with a view to the early introduction of a voluntary *Professional Practice Certificate* for Queensland teachers.

Recommendation 2

That the Board discuss with the Department of Education and other employing authorities the possibility of using a common form for the principals' reports on teaching service for confirmation of provisional registration and for confirmation of probationary appointment.

Recommendation 6

That the Board include in its reporting requirements for the confirmation of provisional registration a request for a statement from the school on the induction process provided for the provisionally registered teacher, to be countersigned by the mentor who worked with the provisionally registered teacher.

Recommendation 8

That the Board include in its reporting requirements for confirmation of provisional registration a request for details of the subject areas and year levels for which the teacher has been prepared together with a statement setting out the teaching assignment(s) undertaken by the teacher during the period of provisional registration.

Recommendation 9

That the Board provide to each person granted provisional registration a 'provisionally registered teacher's kit' setting out the requirements for confirmation of provisional registration, the Board's expectations for the provision of induction for provisionally registered teachers, the kinds of support that might be expected, resources available for induction, and advice on sources of assistance should problems arise during the period of provisional registration.

Noting the current debate concerning the national recognition of teaching qualifications and the possibility of a national system of registration, the Working Party also recommends:

Recommendation 3

That the Board actively pursue the establishment of a voluntary system of national registration based on an agreed professional standard to which teachers in all States might aspire.

B. **Induction Processes**

In relation to the policies and processes adopted by schools and school systems for the induction of beginning teachers and experienced teachers from interstate and overseas taking up duty in a Queensland school for the first time, the Working Party recommends:

Recommendation 4

That the Board advocate the adoption of mentoring (as described in Chapter 7) as part of the induction process for beginning teachers and for teachers teaching in Queensland for the first time.

Recommendation 5

That the Board prepare and publish brochures on induction and mentoring for wide distribution to schools, school support centres, employing authorities and higher education institutions and to persons granted provisional registration.

C. **Initial Appointment of Beginning Teachers**

In relation to the initial appointment of beginning teachers and experienced teachers from interstate or overseas appointed to Queensland schools for the first time, the Working Party recommends:

Recommendation 7

That the Board again draw to the attention of employing authorities and schools the need for appropriate placements and teaching assignments for provisionally registered teachers.

CHAPTER 2

INDUCTION: A LITERATURE UPDATE

Interest in Induction in the 1970s

In its report *The Induction of Beginning Teachers*, the Board of Teacher Education (1981a) provided a review of the literature on beginning teachers and induction extant at the time. The reports and journal articles from the 1970s reviewed by the Board included studies of the problems experienced by beginning teachers and suggestions as to how to help overcome them. They also included studies of existing induction programs and the views of beginning teachers on the value of various induction activities and experiences. Other studies attempted to define the competencies that should be required of beginning teachers and to suggest how these might best be assured through preservice teacher education, through initial certification procedures or through induction programs.

Of all the problems experienced by beginning teachers, those associated with classroom management and class control were perceived as being the most troublesome. Beginning teachers were seen as starting out with idealistic attitudes towards democratic classroom management, but having to abandon these in favour of the more custodial approach adopted by their experienced colleagues.

Studies of the problems experienced by beginning teachers and surveys of beginning teachers' opinions of their preservice education yielded the widespread criticism that preservice programs overemphasised theory to the detriment of practice. Programs were seen as not giving graduates an adequate knowledge of the current curricula in use or the practical skills they needed for the realities of teaching in the schools.

A substantial review of the literature from the 1960s and 1970s on the perceived problems of beginning teachers was undertaken by Veenman (1984). An analysis of 83 empirical research studies from the United States, Europe, Australia and Canada identified the most frequently mentioned problems of beginning teachers in primary and secondary schools as: classroom discipline (identified as a serious problem in 85 per cent of the studies); motivating students (53 per cent); and dealing with individual differences (47 per cent). Other frequently mentioned problems included: assessing students' work and relations with parents (34 per cent each); organisation of class work and insufficient materials and supplies (30

per cent each); dealing with problems of individual students (29 per cent); and a heavy teaching load resulting in insufficient preparation time (27 per cent).

A review of Australian studies of beginning teachers' concerns by Turney et al. (1986) identified a similar set of concerns: adapting teaching to the individual learner's needs; teaching slow learners; teaching immigrant children; organising group work; reviewing and assessing instruction; imposing classroom control; applying social skills; problems in interacting with parents; creating interest in the topic being taught; locating resources; and motivating students.

Veenman (1984) noted that, while some of the studies had tried to relate the problems of beginning teachers to preservice education, to personal characteristics or to school settings, the results were diverse and difficult to interpret. Studies by Lörcher et al. (1974) and Griffin (1983) had, however, suggested that beginning teachers with a progressive orientation or higher levels of idealism perceived greater problems with classroom management than those with a conservative orientation or lower levels of idealism. A doctoral dissertation by Stanborough (1972) had reported that beginning teachers who had completed an 8-week full-time block of student teaching in their final year of preservice preparation experienced fewer problems in their first year of teaching than those who had combined half-time student teaching with their academic studies over a full semester.

Veenman also reviewed the provision of induction programs for beginning teachers in the United States, United Kingdom, Australia and New Zealand. Common induction practices reported were: provision of printed materials about employment conditions and school regulations; orientation visits to schools before the start of the school year; release time; group meetings between beginning teachers for emotional support; consultations with experienced teachers; the assignment of an experienced teacher as a helping teacher; conferences or workshops on specific topics; reductions in teaching load; conferences with supervisors; opportunities to observe experienced teachers; and team teaching. Veenman notes that very little research had been done on the effectiveness of such programs. What research had been done gave little indication of the superiority of any one provision over others, with beginning teachers rating formal induction programs as 'helpful', 'good' or 'valuable'.

Surveys of teacher induction in Australia in the 1970s suggested that few beginning teachers experienced induction programs which went beyond initial briefings from the school administration. A national survey of beginning teachers undertaken by Tisher, Fyfield and Taylor (1979) found that fewer than half of the beginning teachers surveyed seemed to have had professional activities organised

for them and even fewer had been given a reduced teaching load. Most beginning teachers reported that the greatest assistance they had received had been provided informally by experienced teachers.

Reports on teacher education from the 1970s, including the James Report in England (1971), the Bassett Report in Queensland (1978) and the National Inquiry into Teacher Education in Australia (1980), espoused the concept that teacher education should be seen as a three phase process involving preservice preparation, induction, and continuing professional development. These reports noted that it was clearly impossible to incorporate every desirable aspect of initial teacher preparation into a preservice program; no preservice program can give students experience of all aspects of the various professional roles they may be called upon to carry out in their first school appointments. The induction period was seen as a time during which beginning teachers had to learn to apply the knowledge and understandings gained in their preservice program to the realities of classroom life in a particular school and community. The induction process was seen as a process of initiating beginning teachers into a full professional role. It was also the beginning of a process of ongoing professional development and education that would continue throughout their careers.

The reports accordingly recommended that special arrangements should be made for beginning teachers to help them adjust to their new roles and responsibilities. The James Committee proposed that beginning teachers should have a reduced teaching load and that *'teacher-tutors'* should be appointed, also with a reduced teaching load, to provide induction assistance to beginning teachers. Pilot teacher-tutor schemes along the lines proposed in the report were introduced in Liverpool and Northumberland, and are described by McCabe (1975) and in a report on induction by the National Union of Teachers (1975). The teacher-tutors planned induction programs, arranged talks, seminars and visits to other schools and provided professional help to beginning teachers. The scheme was well regarded by those directly involved, but ran into problems over the cost of providing release time for beginning teachers and teacher-tutors, which amounted to some 30 per cent of a teacher's salary for each beginning teacher. Bradley and Eggleston (1976) reported that the beginning teachers felt strongly that they should be seen as full members of staff and were unhappy about taking less than a normal teaching load. A Department of Education and Science progress report on the pilot induction schemes (1977) also reported that primary and early childhood teachers were concerned about the disruptions to their relationship with their classes caused by the use of replacement teachers, particularly where difficulties were experienced in finding replacement staff of a satisfactory standard.

The recommendations of the Bassett Report (1978) are reproduced in full in Appendix I. The report recommended that *systematic schemes of induction should be planned and implemented in all schools where there are beginning teachers*. It saw the induction of beginning teachers as primarily the responsibility of the school itself, although assistance and support from outside the school should also be provided. It argued for close relationships between schools and teacher education institutions to ensure that schools were able to relate their induction programs for beginning teachers as closely as possible to their preservice program. School induction programs were seen as providing a variety of forms of assistance to beginning teachers which would supplement their background knowledge with specific information about the school and its community, which would capitalise on their previous teacher education and help them learn to deal in a practical way with class management, curriculum planning, teaching method and other facets of teaching. The school should also help beginning teachers by not subjecting them to unreasonable demands, by encouraging them, by strengthening their confidence and satisfaction in their work, and by respecting their personal styles.

The Bassett Report envisaged that induction schemes would vary greatly from school to school because of the wide differences that exist between schools and between beginning teachers. Structured schemes developed for large schools with an administrative team would not be feasible in smaller schools, and some beginning teachers may need more assistance with particular aspects of their teaching roles than others.

The report did, however, suggest that the induction process could be seen as consisting of three distinguishable strands, *orientation*, *adaptation* and *development*.

The *orientation* strand would involve familiarising the beginning teacher with essential information about the school, the community, and the teaching task to be undertaken. This could be achieved through personal contact with new appointees, printed material, meetings, social gatherings, staff planning days, etc. While commending the allocation of another staff member to help newcomers with practical matters and to provide initial professional advice, the Bassett Committee expressed reservations about formalising such arrangements by the use of titles such as 'tutor-teacher'.

In the *adaptation* strand would be included the administrative arrangements made to facilitate the beginning teacher's adjustment. For example, employing authorities should avoid appointing beginning teachers to one-teacher schools or to schools with well-known difficulties. They should also avoid appointing an

excessive number of beginning teachers to the one school, and endeavour to appoint beginning teachers to schools where teachers with their particular qualifications are needed. Schools might allocate lighter teaching loads for beginning teachers, in terms of fewer contact hours or smaller classes, and avoid giving them classes that are known to be difficult to manage or that fall outside the range for which they were prepared at the preservice stage. Team teaching was advocated as an arrangement in which beginning teachers could develop their skills in a supportive and friendly context.

The *development* strand would involve the process of relating knowledge and skills acquired in the preservice phase to the practical realities of classroom teaching, of achieving professional growth through grappling with the interaction of theory and practice. In the Bassett Committee's view, this was essentially an individual process of reflection and critical self-assessment on the part of the beginning teacher, although it could be helped by others, including more experienced teachers.

The National Inquiry into Teacher Education (1980) adopted the position that induction into the first appointment is a critical stage in a teacher's life and should not be seen as a separate process or program but as a phase of teacher development. It suggested that the requirements for successful induction were sufficiently well-known as to not need reiteration in its report. It did, however, stress its perception that schools, experienced teachers, employers, tertiary institutions, teachers centres and education centres, and the beginning teachers themselves, are jointly responsible to ensure that successful induction takes place.

The National Inquiry went on to comment on ways in which employing authorities could facilitate the induction of beginning teachers. It recommended that beginning teachers should not be placed in schools or assigned to classes for which they are not prepared, or which are known to be 'difficult'; that during their first year beginning teachers should be eligible for a reduced teaching load and professional responsibility while receiving full salary; and that systems, schools and teacher education institutions should provide beginning teachers with orientation materials and detailed curriculum guidelines to ease their transition to a full professional role.

The Inquiry canvassed the possibility of regional consultants to coordinate and advise on induction, although it too took the view that the major responsibility for induction lay with the individual school. It also highlighted the desirability of beginning teachers being advised of their initial appointment before the end of the year in which they graduate so that they can have the opportunity to obtain advance information or to visit the school before it closes for the long vacation,

and to take part in planning and induction activities at the beginning of the school year before classes commence.

The Inquiry also suggested that teacher education institutions should retain a connection with their graduates during their first year of teaching, not only to assist the graduates but to provide feedback to the staff of the institutions. It noted, however, that the survey by Tisher et al. (1979) had found that school principals generally did not favour the follow up of beginning teachers by representatives of the tertiary institutions.

An issue to which the National Inquiry was among the first to draw attention was the need to avoid the possibility of confusing the concept of induction with the requirement for a probationary year before permanent admission to the teaching service. It commented that, if the same staff members were responsible both for induction and for reporting on suitability for tenure, then, inevitably, the beginning teacher would be under pressure to avoid risk-taking situations and there would be the potential for severe role conflict on the part of the supervisor. The Inquiry took the view that induction should not be confused with probation and, wherever possible, decisions on permanency of tenure should not be made by those directly responsible for induction.

The Board of Teacher Education and Induction in Queensland in the 1980s

During 1979 and 1980, the Board of Teacher Education (1981a) conducted a three-phase research project on the induction of beginning primary school teachers. It surveyed opinions of educational organisations and associations in Queensland on the responsibility of the profession for the induction of beginning teachers; it surveyed the perceptions of beginning primary school teachers concerning their preservice preparation and their induction into the profession; and it surveyed the views of staff of teacher education institutions, school inspectors, school principals, experienced teachers and beginning teachers on the qualities desired of beginning primary school teachers.

The Board's research surveys confirmed the view in the literature that, while induction should be a cooperative process involving support from employing authorities and teacher education institutions, the major responsibility for induction rested with the individual school. They also found, however, that many of the recommended forms of assistance to beginning teachers were not being very widely provided in Queensland primary schools. The sources of greatest help reported by beginning teachers were advice from other classroom teachers (cited as having been of 'great help' or of 'very great help' by 71 per cent of beginning teachers surveyed), consulting text books (60 per cent), and advice from the school

principal (50 per cent). Only 27 per cent expressed the view that attendance at school meetings for beginning teachers had been of great or very great help, and 35 per cent reported that such meetings had not occurred. Similarly, only 13 per cent had found observing other teachers' lessons had been of great or very great help, and 65 per cent reported that this activity had not occurred.

A large majority of the beginning teachers surveyed (82 per cent) were of the opinion that there should be a systematic induction program for beginning teachers, and 71 per cent were of the view that such programs should be conducted in schools. The most popular of the topics suggested by beginning teachers for inclusion in induction programs were dealing with learning problems (96 per cent), planning curriculum programs (95 per cent), handling behaviour problems (93 per cent) and methods of teaching in curriculum areas (90 per cent).

The survey of opinions as to the desired qualities of beginning primary school teachers revealed a high degree of unanimity in the view that the most important qualities of all were the ability to communicate effectively with children; genuine interest in and liking for children; enthusiasm for teaching; commitment to teaching; and patience and self-control. A factor analysis of the forty-four items in the questionnaire yielded a grouping into four sets focusing on techniques of teaching, professional qualities, personal characteristics and knowledge base for teaching. This analysis was subsequently adopted by the Board as the basis for a revised form for use by school principals when reporting on the first year of teaching by provisionally registered teachers and recommending on their suitability for full registration in Queensland.

The Board presented the findings of its project on the induction of beginning primary school teachers along with its review of the extant literature to a conference held in October 1980. The recommendations arising out of the conference, which included endorsement of the recommendations on induction of the Bassett Committee, are set out in full in Appendix II. The conference concluded that it would be desirable for employing authorities to develop policy statements on induction which required schools to formulate their own induction programs and to record in writing the roles and responsibilities to be undertaken by the various members of staff involved. It wanted to see closer collaboration between schools and teacher education institutions so that beginning teachers might be better prepared for the 'reality of the classroom' and schools enabled to make better use of the strengths of graduating teachers.

The conference agreed that systems and schools should take steps to reduce the complexity of the beginning teacher's task by sympathetic appointment policies and class allocations and by providing early notice of appointment. Given such a

reduction in complexity and the professional support of other teachers, most participants did not, however, favour any reduction in the class contact time allocated to beginning teachers. The conference advocated flexibility in induction programs and suggested a range of activities which might be considered by a school in planning induction programs for individual beginning teachers. The conference stressed the importance of involving the whole school staff in induction, and the relationship between induction and school climate in general.

Taking up a suggestion made at the conference, the Board of Teacher Education (1981b) undertook a number of case studies of induction in individual schools, drawing from these exemplars suggestions for other schools to assist them in planning effective induction for their beginning teachers. In addition to adopting a new form for use by principals in reporting on the teaching service of provisionally registered teachers, the Board also introduced new administrative procedures under which letters were sent to principals early in the year of provisional registration drawing attention to the need for induction and enclosing a leaflet (Board of Teacher Education, 1986) suggesting desirable features of an induction program and listing a number of sources of additional information on induction.

A few years later, the Board (1985) undertook an analysis of its records concerning provisionally registered teachers for whom principals' reports were completed in the period from December 1982, when the new principal's report form was introduced, until July 1984. The study included reports on a total of 3334 provisionally registered teachers, including 2524 beginning teachers and 810 teachers who had previous teaching experience prior to their gaining provisional registration in Queensland. This study included teachers appointed to kindergartens and preschools, primary and secondary schools, special schools and TAFE colleges. Three quarters of the provisionally registered teachers had been appointed to government schools or colleges, the remaining quarter to non-government schools.

The analysis found that fourteen per cent of the provisionally registered teachers were teaching in schools in western or other isolated areas of the state, compared with approximately four per cent of fully registered teachers. The majority of schools to which provisionally registered teachers had been appointed had only one or two provisionally registered teachers on staff; there were, however, three schools with ten provisionally registered teachers on staff and four schools in which over half of the staff were provisionally registered teachers.

For all but 79 (or 2.4 per cent) of the teachers involved in the study, the principal's report recommended that full registration be granted. Of the 79

teachers, 52 were beginning teachers, while 27 had previous teaching experience. Principals' comments on these teachers generally included a balance of positive and negative comments. Teachers were commended for such qualities as background knowledge of subject matter, genuine interest in and liking for children or young people, ability to work in cooperation with other staff, willingness to participate in professional development activities and to accept advice and guidance and ability to prepare and plan teaching programs. The most frequent areas of concern mentioned by principals for teachers not recommended for full registration were the ability to maintain appropriate discipline (42) or to use effective classroom management techniques (27); ability to communicate effectively with students (21); willingness to accept advice and guidance (21); awareness of professional responsibilities (17) and ability to prepare and plan teaching programs (16).

To complement its study of the induction of beginning primary teachers, the Board (1988) also undertook a study of the induction of beginning teachers in Queensland preschools and kindergartens. Forty per cent of the teachers in the study worked in single-unit centres and 45 per cent were teachers in charge or directors of centres. Fifty-six per cent of teachers in state centres reported that they had received special support throughout their first year of teaching, but only 36 per cent of those in community centres did so. The most frequently mentioned sources of support were contact with an advisory teacher or regional preschool officer, meetings of first-year teachers, and help from other staff, including the director or teacher in charge of their centre and teacher aides and assistants. Ninety-four per cent of all the teachers in the study, however, reported that they felt that there was someone to turn to if problems arose, either 'always' or 'most of the time'. Compared with primary school teachers, the early childhood beginning teachers reported less concern for discipline and classroom management and more concern for administrative matters. Other areas in which beginning teachers saw as areas of particular need were the provision of assurance and moral support, advice on programming, and strategies for dealing with particular individual children.

During the 1980s the Board of Teacher Education provided small research grants to assist a number of research projects, several of them in the field of teacher induction. A study by Davis (1988) found that induction programs were still not being conducted for beginning teachers in many Queensland state primary schools. More disturbingly, the study suggested that, even where induction programs were conducted, many of the needs of beginning teachers were not being met. Davis concluded that many principals were not aware of the importance of induction; there was a lack of policy direction and practical help from the employing authority; and the level of cooperation and collaboration between employing

authorities, school and teacher education institutions envisaged in the Board's (1981a) conference report had not eventuated.

A study of the induction experiences of twelve 1985 graduates from the Diploma of Teaching (Primary) program at the former Brisbane College of Advanced Education (Carseldine Campus) was undertaken by Lennon et al. (1990). In addition to providing the College with valuable feedback to assist in the further development of its programs, the study yielded a series of recommendations for induction programs. In particular , it suggested that a series of developmental principles should be considered when designing induction programs for beginning teachers. Lennon and his fellow staff members also note the value of the professional assistance given to beginning teachers by more experienced colleagues, and suggest the appointment of 'professional tutors' or 'mentors' with responsibility for attending to the induction needs of beginners. While recognising the associated problems, they also point to the need for class release time for induction and to allow beginning teachers additional time for curriculum planning. Finally they emphasise the very great help it is to beginning teachers if they can be advised of their appointment in time to visit or obtain information from their schools and take part in planning activities in the school before classes commence.

While most of the studies undertaken or supported by the Board of Teacher Education related to the induction of primary teachers, a study by Maxwell (1989), also reported in summary form in Maxwell (1990), included a survey of the initial teaching experience of graduates from the University of Queensland's Diploma of Education program for secondary teachers over the years 1982 to 1984. Maxwell (1989) also provided an extensive review of the literature on the transition from preservice teacher education to the initial years of teaching.

Maxwell's study revealed a disturbingly large proportion of beginning secondary teachers being allocated teaching assignments outside the subject areas for which they were prepared in their preservice programs. The results of his survey suggest that between one quarter and one third of the teaching loads of beginning teachers is likely to be outside their preservice teaching areas; about two thirds of all beginning secondary teachers will be required to teach at least one class outside their preservice teaching areas; for about one in five, more than half their teaching will be in areas outside those for which they have prepared; about one in ten are likely to have more than two thirds of their teaching outside their preservice teaching areas. The subject areas in which beginning teachers were most often asked to teach without preservice preparation were Mathematics and Social Science. Overall, about one half of beginning secondary teachers are likely to teach in at least three different subject areas.

With regard to the induction of beginning secondary teachers, Maxwell's findings suggest that they found their greatest problems were with classroom management, discipline and motivating students. These difficulties were mentioned by over a third of beginning teachers, while just under one fifth of them mentioned the magnitude of their work load and about one in eight, lesson preparation and presentation. The most helpful sources of professional assistance were seen as other teaching colleagues (31 per cent) followed by subject masters and principals (13 per cent). Apart from general advice, the advice found most helpful was to do with teaching plans, techniques and resources (21 per cent) and with classroom management and control (18 per cent). These were also the areas mentioned as those in which the beginning teachers experienced the strongest unmet demand.

The Board of Teacher Education's interest in induction during the 1980s was shared by employing authorities, teacher organisations and professional bodies in Queensland. Working groups of the State Department of Education produced *Guidelines for the induction of beginning teachers in Queensland primary schools* (1979) and a *Teacher Induction Program - Secondary (TIPS)* (1981) which were widely distributed to encourage and assist schools in the development of induction programs for beginning teachers. In the late 1970s, the Department also produced and distributed to all primary schools a number of booklets, including Starting the Year Well, Continuing the Year Well and Being More Effective in the Classroom, to assist beginning teachers. These were later replaced by a new resource kit entitled A Class for All Seasons.

The Queensland Teachers' Union (c. 1986) began issuing to all beginning teachers who joined the Union a leaflet, *Teacher Induction: A Guide for Beginning Teachers*, outlining the importance of induction, describing a number of features of an effective induction program, and giving advice on what beginning teachers should do if they were concerned about any aspects of the induction program at their school. The Queensland Institute for Educational Administration (1990) produced, as one of a series of professional development videotape discussion starters for school administrators, a video kit on *Teacher Induction* which also summarised the features of effective induction programs identified in interviews with beginning teachers and principals, and provided a list of resources for use by school principals in planning and implementing induction activities.

In 1989, the Department of Education issued draft *Guidelines for the Professional Development of all Teachers (especially beginning and returning teachers)*, which were 'designed to provide assistance to principals, other administrators and teachers in developing packages which will equip, support and further develop all teachers in their profession'. The *Guidelines* contain 'suggested activities,

methods of delivery, appropriate resources available in the school, and the kinds of documentary evidence which might be compiled by the school and the teacher to guarantee success for all teachers'. Each school is expected to develop a policy statement on the orientation, induction and professional development of its beginning and returning teachers, as part of its policy on professional development for all teachers, and to prepare detailed plans and programs for the systematic assignment of responsibilities for the various elements of the program to particular staff members. The guidelines envisage that the beginning teacher should build up, and be able to produce, a portfolio containing significant and systematic evidence of professional development plans, intentions and achievements, as well as documentation of orientation and induction information gathered and activities undertaken. At the same time, as part of the on-going developmental process of appraisement of all teachers in the school, the school administration would be expected to keep a profile of each first and second year teacher documenting all orientation, induction and professional development activities provided and arrangements made for the teacher. Amongst the suggested categories of staff who might be involved in contributing to the professional development of beginning and other teachers, reference is made to 'master teachers', but the nature of their appointments and their proposed roles are not defined.

The Development of Induction Programs in the 1980s

A joint study by the Tennessee Education Association and the Appalachia Education Laboratory (1988) noted that, by the end of 1988, in addition to teacher induction programs run by individual schools or local education agencies, 34 states in the USA had introduced some form of statewide beginning teacher program. Some of these were essentially evaluative, requiring classroom observation and assessment culminating in a summative evaluation to determine continued employment. Others provided for formative evaluation and assistance to the beginning teacher; and fourteen of these included a *mentor* or peer teacher component.

The Indiana Mentor Internship Program established the role of the mentor as that of a coach who offered assistance but played no part in the end-of-year evaluation of the beginning teacher. As part of the program, provision was also made for training for mentors and school administrators involved in the program.

Under the California Mentor Teacher Program, mentor teachers were appointed for terms of one to three years to work in staff development with beginning teachers and other career teachers. The California mentors taught for at least 60 per cent of their time and undertook a range of staff development activities in their remaining time including classroom and other assistance to beginning teachers,

consultation with other teachers by request, conducting or facilitating school or district staff development, assisting teachers in locating and organising curriculum resources, and undertaking curriculum development.

The New York State Board of Education piloted a Mentor Teacher Internship Program, aimed at creating a supportive, non-evaluative context in which an experienced mentor-teacher provided peer coaching to beginning teachers. A subsequent evaluation of this program by the New York City Board of Education (1990) revealed strong support from beginning teachers and mentors, although there were mixed feelings about the program amongst school principals and administrators, some of whom saw the program as a threat to their authority because of the confidentiality of the relationship between the mentor and beginning teacher.

In Oklahoma, 'Entry Year Assistance Committees' were appointed to provide guidance and assistance to beginning teachers. The EYAC for each beginning teacher consisted of a teacher-consultant, a school administrator and a teacher-educator, usually from the institution that prepared the beginning teacher. The 'teacher-consultant' was required to spend a minimum of 72 hours with the teacher in consultation and observation. The EYAC met with the beginning teacher at least three times during the year, to make independent observations and evaluations of the beginning teacher and to provide advice and assistance to the beginning teacher. At its third meeting, the EYAC made a recommendation for full certification of the beginning teacher, or for another year in the program. A review of the Entry-Year Teacher Program by Price et al. (1989) suggests that the program had improved the induction process and enabled beginning teachers to acquire effective teaching skills sooner. It had also contributed to improved relationships between teacher educators and practitioners in the field. Concerns were centred around the perceived quality and consistency of the professional evaluations made and around the additional workloads placed on teachers and teacher educators without sufficient time allowance.

The Kansas Internship Program was based on the Kansas Assistance/Assessment Model and had the dual purposes of assisting the first-year teacher (intern) in acquiring or improving teaching knowledge and skills essential to successful entry into the profession, and protecting the public interest by establishing that the intern could perform at an acceptable level of professional practice. Each intern was assigned to an 'assistance committee' consisting of a certified practising senior teacher and an administrator (or former administrator, retired teacher, or representative from a higher education institution). Members of assistance committees received up to six days of training provided by the state in implementing the assessment/assistance procedures using the Kansas Internship

Assessment Inventory and its accompanying User's Manual. The assistance committee was responsible for providing assistance, assessment, and support for the intern throughout the year. The program is described in detail by Burry et al. (1989), who report very high levels of satisfaction amongst interns, administrators and senior teachers.

The increasing involvement of State education boards in teacher induction stemmed not only from an awareness of the needs of beginning teachers, but also from concerns for improving the quality of education and from efforts to reduce the high rate of attrition among teachers in their first few years of teaching. Schlechty and Vance (1983) noted, for instance, that some 15 per cent of beginning teachers left after only one year of service. Another 15 per cent left after two years and 10 per cent after three years. Between 40 and 50 per cent of teachers had left by the end of seven years. In a later article, Schlechty and Whitford (1989) argued that money and time invested in developing new teachers were money and time saved in the future. The beginning teachers of today should be viewed as the school leaders of tomorrow, and beginning teacher programs should therefore be viewed as potential leadership development programs.

Some programs operating at the individual school or district level involved teacher education institutions in cooperative arrangements with schools or with school systems as a support for their graduates, who in some cases were also enrolled in further education award courses. Ford et al. (1989) describe a professional partnership program involving the Jefferson County Public Schools, the University of Colorado at Denver and the Metropolitan State College, known as the Professional Alternatives Consortium for Teachers (PACT). Under the PACT program, participating beginning teachers teach a full classroom assignment and have tuition fees paid for studies towards a Masters degree at UCD, while 'support teachers' are released from classroom teaching to give mentoring assistance to the beginning teachers and to take up contract 'clinical professorship' appointments at UCD and MSC. A PACT support teacher spends approximately one day per week with each of two beginning teachers, providing feedback, modelling teaching techniques and assisting with planning and classroom management. As part of their University studies, beginning teachers take a classroom management course, taught by PACT support teachers, before taking up their first teaching assignments. They also take a 'Models of Teaching' course during their first semester. A survey of beginning teachers who had taken part in the program suggested that it had helped them refine their teaching skills and improve their classroom management techniques as well as boosting their self-confidence.

While reports on many programs include positive feedback from beginning teachers who participated, relatively few studies comparing the experiences of

beginning teachers involved in induction programs with those of other beginning teachers, or comparative studies of different forms of induction, appear to have been undertaken. Varah, Theune and Parker (1986) reported on a study in which a group of beginning teachers participated in a pilot teacher induction program sponsored by the University of Wisconsin - Whitewater in which induction teams, consisting of mentor teachers, school administrators and university personnel were appointed to identify areas of accomplishment, concern and improvement, and to provide assistance and support to first year teachers. A comparable group of first-year teachers who were not participating in the induction program was also selected by random sampling. The study found that the problems encountered by both groups of first year teachers were quite similar, but the inductees had less difficulty in motivating students, had more success in responding to student misbehaviour and had more positive relationships with their students. Of those participating in the induction program, 75 per cent indicated that they planned to be still teaching in five years, compared with only 25 per cent of the control group.

Gunter (1985) compared two groups of inexperienced teachers one of which participated in the Florida Beginning Teacher Program and one which did not to see if differences existed between the two groups. The Florida Beginning Teaching Program required participants to completge a year-long program of analytic observation and feedback, support and training provided by a team consisting of the teacher's supervisor, a peer teacher and another professional educator based on the 'Florida Performance Measurement System'. Participants were required to prepare a professional development plan and maintain a professional portfolio with documentation of formative and summative observations and conferences as well as examples of teaching plans and samples of the teacher's work. Summative observations were made by the teacher's supervisor and formative observations by the various support team members. No significant differences were found between participants and non-participants in the program in terms of absenteeism, job satisfaction, self-confidence, or classroom performance, although participants were observed to show significantly fewer ineffective behaviours than non-participants. Gunter suggested that the Florida Beginning Teacher Program needed to be reviewed in terms of the needs of the beginning teacher: while processes for verifying the competence of the beginning teacher were clearly in place, there was a need to provide greater attention to support and assistance to the beginning teacher.

Klug (1988) reports on a comparative study of the effectiveness of two models of induction for beginning elementary school teachers in Idaho. One model involved a loosely structured 'Buddy System' in which mentors provided assistance to beginning teachers on request, but there were no set hours for meetings between

mentors and beginning teachers, no specific arrangements for observation of beginning teachers by mentors or vice versa and no formal guidelines to mentors about how or in what areas assistance might be provided. The other model adopted a highly structured 'Induction Team' approach with a mentor, an administrator and a staff member from a higher education institution working with the beginning teacher. Mentors and beginning teachers were allocated release time of up to 72 hours for consultation during the year and beginning teachers were observed by the induction team for a two-hour block per month during first semester and a one-hour block per month in second semester using a clinical supervision model. Four meetings of the induction team were held during the year to discuss the beginning teacher's progress. Beginning teachers were allocated randomly to the two approaches.

Mentors working under the 'buddy system' spent an average of 22 hours with beginning teachers whilst those under the 'induction team' model spent on average close to the allotted 72 hours. Participants in the 'buddy system' found the lack of structure confusing and felt that there should be clearer roles and goals for induction. They also expressed a desire for definite meeting times and for arrangements for observation sessions so that mentors could better help in the development of their teaching skills.

On the other hand, participants in the 'induction team' approach supported all elements of the program, although they felt the formal observation requirement could be reduced because of the burden it placed on the induction team. Beginning teachers also felt the program needed a greater emphasis on assistance to the beginning teacher: while they felt the administrator to be an important member of the team, beginning teachers were unsure whether administrators were serving in the role of helper or evaluator. Overall, participants showed a preference for the structured 'induction team' approach, although the heavy demand on members of the induction team were recognised.

A similar comparison between the different induction programs provided in two school districts is reported by Moore (1990). One district used experienced teachers as full-time consultants to provide assistance and evaluations for first-year teachers. The other provided an informal and voluntary program of assistance using 'mentor-buddies' at the same school and grade-level as the beginning teachers, with the school principal making formal evaluations. The majority of the teachers in the study attributed most of their professional learning to the induction programs, particularly to the mentors or consultants. In both programs the majority of beginning teachers said they derived most help from the feedback they received from their mentors or consultants. This feedback was seen as more instructive than formal evaluation by the school principal.

A Task Force appointed by the Michigan Association of Colleges of Teacher Education (1989) to review and report on the induction of beginning teachers recommended that initial teacher preparation be conceived as a collaborative enterprise between higher education institutions (HEIs) and local education agencies (LEAs). Major responsibility for the 'preparation' phase would fall to the HEIs with support from the LEAs in the careful placement of students for teaching experience. Major responsibility for extending knowledge and refining skills in the 'application' phase would fall to the LEAs, with support from the HEIs in the training of mentors. The Task Force argued that new teachers in a particular school system can be best served by experienced teachers trained specifically for a supervisory role and freed from their classrooms to support the beginning teachers in the application of what has been learned in the preparation phase by providing feedback, coaching, demonstrations and conferences; by discussing performance and by helping to set goals for development.

A number of induction programs have been introduced at the initiative of individual universities or colleges. McEvoy and Morehead (1987) report on a Beginning Teacher Seminar program introduced by Emporia State University with the aims of nurturing educational theories and practices introduced in preservice education, helping beginning teachers understand that developing as a professional is a continuing and reflective process, and providing a program that would assist the rural and semi-rural district that the university serves. The University arranged a series of three-hour seminars allowing beginning teachers and master teachers to meet and confer with teacher educators on a range of topics of particular interest to the beginning teacher.

Willard and Gordon (1987) describe a First Year Teacher Project conducted by the School of Education at the Auburn University at Montgomery, Alabama. The program was offered to all beginning teachers within a 100 mile (160 km) radius of the university and was designed to assist beginning teachers in the techniques of motivation, classroom management, parent and administrative conferencing and other areas of need as determined in consultation with the beginning teachers. On-site visits and assistance were provided by university staff with expertise in the area in which the beginning teacher was teaching. Staff also arranged conferences for beginning teachers in various teaching areas. In addition a seminar was organised to enable beginning teachers to interact with outstanding experienced teachers and administrators from school systems other than the one in which the beginning teacher was employed so that beginning teachers could be open and candid about their concerns and difficulties.

Zaharias and Frew (1987) report on a similar induction program piloted in 1985 by Cleveland State University College of Education to provide a non-threatening

forum for beginning teachers to discuss common concerns and seek the advice and assistance of master teachers. This program took the form of a year-long, four credit-hour course focused on the self-reported needs of the beginning teachers involved. A needs assessment inventory based on typical tasks that have been found to pose problems for beginning teachers was completed prior to the commencement of the program and themes for emphasis in the program developed according to the findings. Formats for sessions included invited speakers, guided discussion, role-playing and simulations. The needs assessment instrument was administered again at the conclusion of the program, and revealed a significant increase in the participants' confidence, understanding and knowledge of teaching skills.

An induction program initiated by Doane College in Nebraska with the cooperative involvement of the local education agency is described by Hegler and Dudley (1987). The Doane program includes on-site visits by college staff, release time for an experienced support teacher to participate in the beginning teacher's classroom, a Beginning Teacher Evaluation completed by the school administration and workshops provided by college staff for the beginning teacher in any teaching competency that is identified as in need of improvement based on the Beginning Teacher Evaluation.

In the mid-1980s, a number of higher education institutions in the United States developed the concept of 'warranty assurance' for graduates of their teacher education programs. Barr (1983) describes the warranty introduced by the Oregon State University-Western Oregon School of Education (OSU-WOSC) as a pledge by institutions that they will stand behind their graduates. Should a graduate not perform satisfactorily as a beginning teacher, the institution that prepared them for teaching promises to provide direct assistance and support to both the beginning teacher and the school where they are employed. While the notion of a beginning teacher warranty attracted a certain amount of ribald comment, Barr (1985) was able to report a year later that principals had welcomed having teacher educators assist them in working with beginning teachers, graduates approved of their former professors standing by to help them during their first year of teaching, and teacher educators had been challenged to review programs and admission and assessment policies in the light of their experiences in working with schools.

By 1987, warranty programs were operating in more than a dozen institutions, offering such services as toll-free 'hot-line' telephone consultation; on-site observation, consultation and support; funding for substitute teachers to allow beginning teachers to participate in professional development activities; and additional coursework for beginning teachers in special workshop sessions, provided free of tuition fees. Barr (1987) comments that the warranty programs

were providing an exciting new avenue for teacher educators to work with schools, and providing valuable feedback to teacher educators through opportunities to work with former students in their classrooms after graduation. They also provided a process for university and college staff to act as 'ombudsmen' for beginning teachers who had been placed in difficult teaching situations. According to Barr (1988), approximately one half of the beginning teachers who were experiencing difficulty were in situations that made effective teaching nearly impossible. Many were assigned to teaching areas outside their certification areas, or were given a large number of different classes requiring an excessive amount of preparation. Often beginning teachers were assigned the worst students in the worst schools in the systems in which they were employed. Nevertheless, while OSU-WOSC receives numerous requests for information, referrals or modest assistance under its warranty program, only an average of two out of the 700 teachers who graduate annually have been evaluated as ineffective and formally applied for support. The majority of these were assisted on site, and, over the first six years of the program, only four were brought back for further studies in tuition-free summer schools. All of the 'warranty' teachers had continued in teaching and had been able to achieve a satisfactory level of performance.

The Developmental Needs of Beginning Teachers

Many of the induction programs described seem to have been based on the premise that a preservice course trains teachers for a specified teaching role and an induction program assists in ensuring that they are able to carry out that role in a particular school or school system. Many respond to the perceived problems experienced by beginning teachers in putting into practice in the school situation what they have been taught in their preservice program. Some, however, perceive induction in terms of the on-going development of the beginning teacher towards a full professional role, and seek to provide programs which support this developmental process through its various phases. Fuller (1969) described three major phases in teacher development: a pre-teaching, non-concerns phase; an early teaching phase characterised by concerns for self; and a late teaching phase characterised by concerns for pupils. Katz (1972) identified four stages of development for pre-school teachers which she described as the stages of survival, consolidation, renewal and maturity. The first two stages characterise the experience of beginning teachers over their first two or three years of teaching. The survival stage reflects self-interests such as getting through the day and planning for the week. In the consolidation stage, teachers become comfortable with their role and begin to show interest in the needs of learners.

In a later article, Fuller and Bown (1975) revised Fuller's original model to suggest three stages of concerns that arise during the teacher's in-service development. The first stage is dominated by *survival* concerns: concerns about adequacy and survival as a teacher, class control and acceptance by pupils and colleagues. In the second stage, concerns about the *teaching situation* emerge: mastery of teaching skills, subject matter, methods and materials. In the third stage, concerns about impact on *pupils*, their learning and their social and emotional needs and relating to pupils as individuals come to the fore. Fuller and Bown saw the experience of becoming a teacher as involving a progression through the three stages; later concerns could not emerge until earlier concerns had been resolved. Teacher preparation and induction were more likely to be successful if they were matched to the dominant concerns of teachers.

Vonk (1983) sees two significant stages of development: an initial 'threshold' period during which the teacher deals with a range of survival problems, and a period of 'growing up' in which the teacher develops his or her personal teaching style, adaptability to changing situations and a capacity for experimentation and innovation. By the end of the threshold period, the teacher will have achieved familiarity with content, insights into differences between pupils and groups of pupils and recognition of different approaches to teaching for different groups, confidence in interacting with pupils, insights into the culture of the school, and acceptance by pupils and colleagues.

Burden (1980) describes teachers' perceptions of their professional characteristics as moving through three stages of development: a Survival Stage (first year of teaching), an Adjustment Stage (second and third year), and a Mature Stage (fifth year and beyond). The perceptions of teachers as to their professional characteristics in a number of job skills, knowledge, behaviours and attitudes at each stage of development are also described. For example, in their approach to curriculum, teachers saw the survival stage as typified by a subject-centred approach, with limited personal contact with pupils. In the adjustment phase, teachers would exhibit progressively more concern for their pupils until as mature teachers they would be able to adopt a pupil-centred approach, focusing on teaching the individual pupil and creating a positive learning environment. In terms of their professional confidence and security, teachers in the survival stage would have feelings of inadequacy, be uncertain about many aspects of their teaching role and be worried about how to teach and concerned about not teaching effectively. In the adjustment stage, they would become more comfortable with subject matter and techniques, more relaxed and sure of themselves until by the stage of maturity they would feel they were mature teachers, confident and secure in their professional role.

Berliner (1988) suggests five stages of development through which a teacher progresses from novice to expert:

> *Stage 1: Novice*. Student teachers and beginning teachers tend to follow, relatively inflexibly, a set of context-free rules and procedures acquired in their preservice teacher education or initial teaching experience.
>
> *Stage 2: Advanced Beginner*. By their second and third year, many teachers have begun to be able to integrate real-life experience with theory, recognise similarities across contexts, develop strategic knowledge and take account of context in teaching situations.
>
> *Stage 3: Competent Teacher*. After three or four years of experience most teachers are able to make conscious choices, set priorities and exercise judgment about what is and what is not important. They have rational goals and choose sensible means for reaching them, although they may not yet be very fluid or flexible in their teaching.
>
> *Stage 4: Proficient Teacher*. With five or more years of experience, some teachers will have developed a degree of intuition in their teaching and be able to predict classroom events more precisely through holistic recognition of similarities or patterns from experience, although still being analytical and deliberative in deciding what to do.
>
> *Stage 5: Expert Teacher*. Expert teachers develop the ability to perform effortlessly and with fluidity. They have an intuitive grasp of a situation and seem to sense in non-analytic, non-deliberative ways the appropriate actions to take. For the most part they appear '*arational*', but bring their critical, analytical, and reflective processes to bear when problems arise.

While not attempting to define specific stages of professional development, the National Inquiry into Teacher Education (1980) provided a profile of teacher competencies which might be expected to develop over time from those that might reasonably be expected of a beginning teacher towards those that might typify the highly competent professional. For example, a beginning teacher might be expected to be able to use existing curriculum guides, to make appropriate choices from available learning resources and, with school support, to develop and implement a coherent plan of teaching and learning experiences. With experience, the teacher should develop the ability to adapt existing guidelines and develop resource materials to suit particular needs of students and begin to make a contribution to school curriculum development. A more experienced professional

teacher could be expected to have developed expertise in curriculum development, implementation and evaluation and to be able to play a leading role in school curriculum development, provide support and advice to other teachers and to contribute to the supervision of preservice students and the induction of beginning teachers.

From a study of beginning teachers taking part in a collaborative internship program involving the University of Nevada, Reno and the Washoe County School District, Marshall and her colleagues (1990) identified a series of 'micro-phases' within the survival and consolidation phases described by Katz (1972). Within the survival stage, Marshall et al. found three micro-phases which they labelled 'Order/Time-Filling', 'Timing, Planning and Management', and 'Experimentation'. Within Katz's consolidation phase, they identified two micro-phases, 'Long-Range Planning' and 'Focus on Students'. In the order/time-filling micro-phase, which typically coincided with the first days and weeks of teaching, interns were primarily concerned with 'reality shock' of having to plan and prepare lessons and activities to fill the school day. The internship program addressed the needs of interns in this micro-phase through mentor teachers providing emotional support, helping interns plan lessons and activities, reviewing plans to see if they were realistic, providing in-class help with instituting a discipline plan and identifying aspects of the day's teaching that may have needed modification. In addition the university provided weekly seminar sessions to allow interns to share activities they had used to help them realise that they could in fact perform real world teaching tasks successfully.

After about a month, as interns became more comfortable with daily and weekly planning, they moved into the timing, planning and management micro-phase in which concern shifted to broader issues such as keeping pupils on task, what to do with those who had finished an activity, locating resources, developing learning centres and communication with parents. Later in the first half of the year, interns entered the experimentation micro-phase as they became confident enough to begin experimenting with aspects of their teaching, using ideas they had learned during their preservice courses. During these two micro-phases, the weekly seminars and mentor support continued, and mentors were encouraged to substitute for interns occasionally to allow them to observe other experienced teachers.

Marshall and her colleagues found that, consistently with Katz's observations, few of the interns reached the consolidation stage during their first year of teaching. Those who entered this phase began to consider overall curriculum goals for the whole school year in the long-range planning micro-phase. While concerns about learning needs of particular students with learning or behavioural problems had surfaced earlier, it was not until late in the first year of teaching that many interns

were ready to focus on the individual learning and emotional needs of their students. These consolidation stage micro-phases were supported by an appropriate selection of topics for the weekly university seminars and by assistance from mentor teachers with long-term curriculum planning and with classroom observation of individual students and the development of strategies for meeting individual students' needs.

Through classroom observation, the weekly seminars and personal interviews with interns, Marshall and her colleagues were able to establish that, despite the variability of teaching abilities and concerns among the group, most of the interns were able to transcend survival concerns during their first year of teaching. Although they varied widely in the rate of development and the ease with which they progressed through the various micro-phases, all the interns were found to have experienced the predicted stage concerns of beginning teachers. The model was found to provide a useful basis on which to plan the mentor teachers' role and the weekly seminar program. The findings of the study highlighted the centrality of the role of the mentor teachers and the importance of ensuring that it was clearly outlined and fully understood at the outset of the program.

The Role of Mentoring in the Induction of Beginning Teachers

The concept of 'mentoring' has become increasingly common in induction programs in the United States. The term has its origin in Greek mythology. In the *Odyssey*, Homer relates how Odysseus left his home and family to fight the Trojans. As the war was likely to be protracted, Odysseus entrusted responsibility for the upbringing of his son, Telemachus, to his loyal and trusted friend, Mentor. Mentor's task was to encourage his young protégé to learn to exercise his judgement in such a way that Telemachus would grow in wisdom rather than in rebellion. As Mentor was in fact the goddess Athene in human form, Telemachus was in the very best of hands. The term 'mentor' thus denotes a trusted guide and wise counsellor, and the relationship of mentor and protégé has a deep and meaningful literary connotation. The term has, however, come to be used fairly loosely to describe a teacher, trainer, coach, sponsor, tutor, support, guide or role model, and the roles undertaken under the title of mentor vary considerably.

Mentoring has come to the teaching profession from the fields of business and management. Clawson (1980) described informal mentor-protégé relationships occurring in the course of successful managerial careers, noting that mentors and their protégés had generally made a mutual commitment to common goals and worked together in a wide range of professional concerns. Mentors were typically open, informal and willing to share information with their protégés. The protégés

tended to be people-oriented, enthusiastic, flexible, independent and keen to learn through the mentoring process.

Gehrke and Kay (1984) surveyed 300 teachers from 12 schools to ascertain whether they could identify anyone who had helped or guided them in the manner described by Clawson. Over 60 per cent of the respondents indicated that they had, and a sample of those teachers was interviewed about the nature of the relationship and the benefits they, and their mentors, had derived. Of the teachers interviewed, half reported that their mentor had been a staff member of their university or college; about one in five, their school principal; and less than one in ten, a former teacher or a fellow-teacher. The most frequently used descriptions of the role were: teacher (used by 61 per cent of those interviewed), confidant (41 per cent), role model (32 per cent), sponsor, and developer of talents (27 per cent each). The most valued characteristics of mentors reported by teachers were a genuine interest in the protégé, helpful, caring, willing to take time, dedicated, professional role model, friendly and outgoing, patient and influential. The assistance provided included advice on instructional, curricular and classroom management issues and on career decisions. While they were not inclined to suggest that every beginning teacher needed a mentor, Gehrke and Kay did conclude that at a time when the trend seemed to be towards the use of technology in teacher education, the mentoring model offered a humane, personalised alternative that was worth pursuing.

From a review of the literature on mentoring, Galvez-Hjornevik (1986) also concluded that there would be value in the development of mentoring relationships for beginning teachers. Insights could be drawn from mentoring in other professions, and workshops on effective mentoring could encourage experienced teachers to use the knowledge and understanding they had gained from their experience to assist beginning teachers. She suggests, however, that a mentor, in the truest sense of the word, cannot be formally assigned to a beginning teacher. Like Kram (1985), she recommends programs and organisational changes that support, rather than impose, the mentoring process.

During the latter part of the 1980s, however, mentoring programs of various kinds were introduced in many schools and systems, and even mandated by some state legislatures in the United States. By the end of the decade, the introduction of mentoring was perceived as the most critical issue confronting American teacher educators. In the first annual survey of critical issues in teacher education conducted on behalf of the American Association of Teacher Educators by Buttery, Haberman and Houston (1990), the issue rated highest by the teacher educators, university administrators, school teachers and administrators and others surveyed

was *'teacher education programs must include mentoring beginners during their first year of practice'.*

Short (1990) describes a mentoring program trialled with a group of first-year primary teachers in the Mt Gravatt Inspectoral District in Brisbane aimed at giving the beginning teachers ongoing personal and professional support additional to their schools' own induction programs. Mentors were drawn from the education region's support services staff, including consultants, and one experienced practising teacher. The mentor program was voluntary and involved the placement of not more than two beginning teachers with each mentor. The mentors undertook a short training session on mentoring, which emphasised the necessity for confidentiality between the mentor and beginning teacher and the need for mentors to take a personal interest in the well-being of the beginning teachers. The training session also introduced mentors to developmental coaching and the stages of development that occur in the mentoring relationship over time. The program provided opportunity for two contacts between mentor and beginning teacher per week to share ideas on lesson planning, teaching together and mutual observation and feedback. Short reports that the 21 beginning teachers involved were unanimous in evaluating the mentoring program as an ideal form of peer-coaching support in their first year of teaching.

Experience with mentoring in the United States suggests that *mentors should be highly competent teachers with at least five years of teaching experience*, and that they should preferably teach at the same grade level and/or subject area as the beginning teacher. They should also be recognised as staying up to date with the latest developments in teaching and learning, and be able to demonstrate effective teaching strategies and methods. Gray and Gray (1985) describe effective mentors as people-oriented and secure teachers who like and trust their protégés, taking a personal interest in their careers, encouraging their ideas and help them gain self-confidence. They are also sensitive to the needs of their protégés, giving moral support, guidance and feedback.

Gray and Gray also note that, for mentoring to be successful, *mentors need to be well prepared for their role*, particularly in leadership, role-modelling, demonstration, motivation, counselling and supervision and formative evaluation. They further suggest that mentors and protégés should be 'trained' to work together harmoniously. They describe the mentoring process as moving through a series of five stages or levels from the mentor demonstrating strategies and role modelling to a more egalitarian relationship in which mentors acknowledge their protégés' developing competence until eventually the protégés are competent and confident enough to function without mentor assistance.

A critical element in the success of the mentoring process is the *support and collaboration of school principals and associate administrators.* As Bas-Isaac (1989) points out, the role of providing support and leadership to beginning teachers has traditionally been seen as an administrative responsibility, related to the assessment process used to satisfy employer requirements for tenure; but, if the mentoring relationship is to be successful, principals must arrive at some arrangement for sharing this responsibility with mentors. A positive relationship must be based on trust and mutual respect between mentor and protégé and principal. The mentor's assessments, observations and judgements lie outside the traditional arena of the evaluation process used to satisfy state or system tenure requirements; the mentor's assessments are for the protégé only and are for the enhancement of the protégé's professional development. According to Bas-Isaac, nothing will destroy the mentoring process more quickly than the loss of confidentiality or the intrusion of the summative evaluation system.

Marshall (1988) comments that the range of needs expressed by beginning teachers in the research literature includes the need to have opportunities to share concerns and frustrations with knowledgeable educators without fearing to be judged and possibly evaluated as inadequate as a consequence. Her analysis of reports on induction programs yielded clear evidence that those practices found to be most helpful to beginning teachers all involved a professional, knowledgeable resource person who had no evaluative role in relation to the beginning teacher and whose help was accessible and on-going during the first year of teaching. She reported that, in interviews with 30 beginning teachers, the respondents frequently spoke of a reluctance to risk asking for help from someone who might use such requests against them in an evaluation report. Marshall concluded that a core element in developing any induction program must be the provision of *non-judgemental support for first-year teachers* so that they may have the opportunity to reflect, inquire and problem-solve in a 'safe place' with others experiencing similar problems and with an experienced, non-evaluating educator.

Odell (1990) notes that mentor teachers come to know their protégés in a way that makes them uniquely aware of the competencies of beginning teachers and the temptation is therefore strong to ask them to assess beginning teachers. She cautions that mentor teachers' inputs should be used only to confirm or disconfirm independent evaluations made by those responsible for the assessment of beginning teachers. Any discrepancies between mentors' informal input and formal evaluation should then result in a re-evaluation of the beginning teachers through the formal assessment process.

Several studies comment on the benefits of the mentoring process not only for the beginning teachers, but also for the mentors themselves. Godfrey, Wilson and

Klug (1987) report that 'teacher-consultants' in the Oklahoma Entry Year Assistance Program expressed positive impressions of the professional benefits they had gained from their mentor-protégé relationships. These included recognition and evaluation of their own teaching; serving as role models for beginning teachers; gaining access to new ideas and materials by close association with new graduates; and the development of strong professional ties with their peers. Similarly, Reiman et al. (1988) describe a program designed to link professional development for experienced teachers with preservice teacher education and the induction of beginning teachers. Experienced teachers taking on the role of mentors said they felt rejuvenated about their profession and were more aware of the complexity of teaching and learning. Parker (1988) reports that mentors who participated in a Beginning Teacher Assistance Program serving 35 school districts in Wisconsin indicated that, as a result of their mentoring role, they had re-evaluated their own teaching techniques and beliefs, the experience had revitalised their own teaching and they had appreciated the opportunity to get to know and share ideas with experienced teachers in other school districts.

Part of the value mentors reported that they had received from participating in programs such as those described by Reiman et al. and by Parker derived from the preparation they had undergone in readiness for taking up the role. In some of the programs described, this preparation is carried out by the employing authority or agency responsible for the program, but more commonly it is provided by higher education institutions, and in many cases, it forms part of, or can be credited towards, higher degree studies in education. In some programs, mentors are released to take part in preparation programs and concurrent seminars as well as to work with their protégés.

Bey and Homes (1990) provide an excellent introduction to the concept of mentoring and its role in the induction of beginning teachers. In the preface to this publication, Glickman comments:

> 'Mentoring is more than a buddy relationship of social support. Rather it is a relationship of experienced teachers working with new teachers to inquire about and strengthen instructional competence. In its fullest sense it says to people coming into teaching that observing, meeting, discussing and making informed decisions about teaching and learning is professional work.'

Role of Higher Education Institutions

In its *Project 21* Report, the Queensland Board of Teacher Education (1987) expressed the view that, while teacher educators should be responsive to any approaches made to them for help by beginning teachers, their role should be an informal one, leaving primary responsibility for induction with the employing authority. The National Inquiry into Teacher Education, on the other hand, felt there was much to be said for close connections between a teacher education institution and the schools in its area. The Inquiry commended the notion that higher education institutions should keep in close touch with their graduates during their first year of teaching, and provide inservice seminars and other activities. Tisher et al. (1979), however, found a serious lack of liaison between teacher education institutions and schools in Australia. The principals surveyed did not favour the follow-up of beginning teachers by staff members from the institutions, arguing that induction is primarily a school-based matter.

From a survey of higher education institutions in the United States, however, Johnston and Kay (1987) found that 21 per cent had already implemented programs or activities designed to assist beginning teachers, 9 per cent were piloting new programs and another 18 per cent were then in the planning stage. Of the remaining institutions, nearly half indicated that they had plans for beginning an induction program of some type within the next two years. Of the 300 institutions responding to the survey, 114 stated that staff members were involved in consulting with schools and systems about professional development activities for beginning teachers, in 99 institutions staff members were serving as members of 'beginning teacher support teams', 97 conducted workshops for beginning teachers, 82 were participating in internships or similar programs, 81 were undertaking field supervision and support for beginning teachers, 78 were training school or system personnel to work with beginning teachers and 62 offered courses designed primarily for beginning teachers. About one-third of the institutions indicated that additional staff from outside the institution were involved in their induction activities, while the other two-thirds handled the programs with no additional staff. In over 40 per cent of the institutions, staff took on their involvement in induction as an additional 'overload' activity, whilst in 37 per cent, a reduction in workload was provided. In 13 per cent of the institutions, extra payment was made to staff members involved, and in 6 per cent, additional full-time positions had been created to handle the additional workload. Johnston and Kay predicted that, given the trend towards increased induction activities in school systems and the legislative mandates in many states, higher education institutions would be likely to give a higher priority to teacher induction activities over the next few years.

The increasing interest in mentoring activities has already led to involvement of higher education institutions in this aspect of induction. Liebert (1989) asserts that teacher education institutions can no longer relinquish responsibility for their graduates upon successful completion of their preservice courses. She notes that the archetypal mentoring relationship, Mentor and his protégé, Telemachus, had a sponsor in the person of Odysseus who initiated and legitimated the relationship, and suggests that most successful mentoring relationships are similarly sponsored by a third party. She sees this sponsorship as a role most suited to higher education institutions since staff members are already familiar with the needs of beginning teachers, and, since they are not responsible for evaluation of inductees, they can focus on diagnosis of each situation and support and assist both the beginning teacher and the mentor.

Warring (1990) describes a mentor-mentee program developed through collaboration between the College of St Thomas and the Bloomington, Minnesota, School District. The program provides for specific training, support and frequent contacts with mentors and mentees. Reporting on a survey of teacher induction programs in Illinois universities, Quisenberry et al. (1989) note that most of the universities provided seminars or group meetings for beginning teachers and many provided for phone-in requests for assistance, and some would also respond to requests for follow-up visits to beginning teachers. Two institutions had, however, indicated an involvement in mentoring, one by sponsoring a mentorship program, and one by staff members themselves serving as mentors for new teachers. Quisenberry et al. also describe the Teacher Induction Program provided by the Northern Illinois University for teachers in their first and second years. The Teacher Induction Program is run by staff on a voluntary basis, and consists of four major components: a beginning teacher hot-line, a quarterly newsletter ('TIPsters') for beginning teachers, individual assistance to beginning teachers (when requested), and 'beginning teacher clinics'. Clinic topics have included organising for instruction, classroom management, curriculum planning, working with parents, motivation strategies and special area sessions in particular subject areas.

In the program described by Reiman et al. (1988), the Wake County Public School District has been working in collaboration with staff members of the North Carolina State University providing professional development for mentors based on current research aimed at producing mentors who were helpful and caring, who could model and demonstrate effective teaching practices, and who had the necessary skills to provide support and challenge to beginning teachers through consultation, counselling, clinical supervision and developmental coaching. Two courses were developed. The first ran for three hours per week over 15 weeks and covered such topics as the needs of the beginning teacher and the role of

mentor, building a helping relationship, critical components of effective teaching, clinical supervision and developmental coaching, problem-solving strategies and disengaging from the mentor relationship. The second course was a school-based practicum involving seven seminar-workshop sessions and associated application work in the classroom. After an introduction to theoretical frameworks for considering the stages of concerns of beginning teachers and cycles of assistance, the practicum involved the critique of videotapes of cycles of supervision and discussion of problems and concerns experienced by mentors. These preparatory courses were followed by a semester-long internship in which the participants took up their new role as mentors. As the program moved into subsequent years, experienced mentors were involved in conducting preparatory courses for other teachers, so that after six years, over 500 experienced teachers had undertaken the mentoring program.

From their experience, Reiman et al. suggest a number of *guiding principles for a successful mentoring program*. They advocate collaboration between higher education institutions and school systems in the preparation of prospective mentors, and suggest that the preparation courses be recognised for graduate credit. At the school level, they suggest planning conferences between the mentor, the beginning teacher and the principal so that roles and relationships can be clearly understood, and opportunities for mentors to meet in support groups to discuss common concerns. They stress the need for realistic assignments for beginning teachers and suggest providing support group meetings for beginning teachers to discuss problems or concerns. Finally, they point to the need for adequate time for the induction process: release time to allow beginning teachers the extra planning time they need to understand and organise for the complexities of teaching; time for mentors to work with beginning teachers, either through extra planning periods or release time; time for group meetings or seminars for beginning teachers and for mentors; and time for university staff to work with mentors and beginning teachers.

Conclusion

The recent literature confirms that induction is a crucial phase in the professional preparation of teachers. The literature also reveals an increasing awareness of the value of non-judgemental support from an experienced colleague or 'mentor' and in the benefits of enhancing that support by providing professional preparation and support for mentors as well as beginning teachers.

The literature also suggests that the long-standing problems of providing appropriate placements for beginning teachers and in allowing time for beginning

teachers to prepare or to observe or meet with experienced colleagues have not yet been overcome.

The literature provides a challenge for schools, systems and higher education institutions to work together to develop coherent strategies and programs to promote the professional induction of beginning teachers based on what is already known about their developmental needs and concerns and about the ways in which they may be assisted in their professional development.

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CHAPTER 3

SURVEY OF BEGINNING TEACHERS

In July 1990, a structured questionnaire (reproduced in Appendix III) was mailed to a random sample of 704 beginning teachers employed in Queensland schools. The sample was limited to those teachers who had first been granted provisional registration on or after January 1988, and included not only new graduates from teacher education programs in Queensland higher education institutions, but also beginning and experienced teachers from interstate and overseas who had not previously taught in Queensland. Four hundred and twenty-three questionnaires were returned, representing a response rate of 60 per cent.

The primary purpose of the survey was to gather data on the types, and on the perceived strengths and weaknesses, of induction programs currently offered in Queensland schools, and to gain some indication of the extent to which these were meeting the needs of beginning teachers.

The survey was also expected to identify particular problems faced by beginning teachers.

A third purpose was to provide data which could be compared with information obtained in the Board of Teacher Education's study of the induction of beginning teachers, conducted in 1979-80.

Qualifications and Experience

The sample comprised 308 females (73 per cent) and 115 males (27 per cent), ranging in age from under 25 years (258 respondents) to over 50 (three respondents). By way of comparison, the gender composition of the Australian teaching force has been reported as 61 per cent female and 39 per cent male, according to the Australian College of Education (1990) publication *Teachers in Australian Schools*.

Three hundred and thirty-four had completed their teacher education in Queensland and 62 had qualifications obtained interstate. The remaining 17 were from overseas countries; this represents 4 per cent of the sample, while the Australian College of Education study reported that 7 per cent had completed their initial certification overseas.

Teachers with fewer than three years of teacher education made up only 3 per cent of the sample; all 11 of these teachers were undertaking upgrading studies. The majority, 69 per cent, had completed three-year preparation courses while 25 per cent had four years of teacher education and 4 per cent had five or more. Fifty-three, 19 males and 34 females, had undertaken further study since completing their initial course.

Again, the Queensland survey figures differ from the national figures appearing in the Australian College of Education study, where only 32 per cent of respondents had completed three-year preparation courses, 47 per cent had completed four or more years of teacher education, and 21 per cent had less than three. However, as the Queensland study was conducted with beginning teachers, and the Australian College of Education study with all staff members in selected schools, direct comparisons cannot be made.

The sample included teachers prepared for a range of levels, as outlined in Table 1.

Table 1: Area of preparation

TEACHING AREA	NO.	PER CENT OF TOTAL
Early Childhood	25	5.9
General primary	164	38.7
Primary with specialisation	46	10.9
Special education	7	1.7
Secondary	172	40.7
TAFE	9	2.1
Total	**423**	**100.0**

Three hundred and fifty-two respondents (83 per cent) had not taught before being granted provisional registration. A further 35, or 8 per cent, had taught for between one and five years, while the remainder had accumulated from six to 38 years' experience.

Initial Teaching Appointment in Queensland

Almost 57 per cent of teachers were appointed to their first schools at the beginning of the school year. The figure had reached 90 per cent by the beginning of second semester. The majority, 72 per cent, taught in only one school for the whole of the first year of service. Eighty-four (20 per cent of the sample) reported having taught in two different schools in their first year, while 11 (3 per cent) taught in three. Teaching areas are listed in Table 2.

Teachers teaching at more than one school completed the questionnaire with reference to the school at which they had spent the largest period in their first year.

Table 2: Main type of school first taught in

TEACHING AREA	NO.	PERCENTAGE
Early childhood	17	4.0
Primary	209	49.4
Special	10	2.4
Secondary	163	38.5
TAFE	11	2.6
Other	13	3.1
Total	**423**	**100.0**

The main types of schools in which teachers were first employed were cross-tabulated with provisionally registered teachers' areas of preparation. This table revealed that six of the 25 prepared for early childhood education were teaching in the primary field, one of the seven prepared for special education was teaching in a primary school, two of the teachers prepared for secondary were teaching in TAFE and four were teaching in a primary school; and four primary-prepared teachers were teaching in a secondary school.

Three hundred and forty-six beginning teachers were employed in government schools, 45 in Catholic schools, and the remaining 32 in other non-government schools. School sizes are indicated in the table below.

Table 3: **Total number of teachers at school to which beginning teacher was first appointed (%)**

NO. OF TEACHERS IN SCHOOL	UP TO 5	6-10	11-20	21-30	31-50	OVER 50
Proportion of sample of beginning teachers	5.7	9.0	19.7	22.7	18.5	24.4

Almost half (46 per cent) of the schools were in the Brisbane metropolitan area; 21 per cent were located in provincial cities, and the remaining 32 per cent were in country areas throughout the State.

While over four-fifths reported that the school or geographical area had been a preference when applying for teaching positions, the remainder indicated that it had not.

Cooperative teaching in some form was part of the initial teaching experience of nearly half the sample, with 240 answering 'Yes' to the question, 'Did any of the classes in your initial teaching assignment involve teaching in cooperation with another teacher?'

Asked to list any problems or challenges posed by the class or classes taught, over half of the sample reported no problems and most of the remainder reported only one type. Results are set out in Table 4.

Table 4: **Problems or challenges faced by provisionally registered teacher**

TYPE OF PROBLEM	NO.	PER CENT
None	219	51.8
Class size	15	3.5
Discipline or behaviour	49	11.6
Home background	6	1.4
Children with learning difficulties	14	3.3
Teaching out of area of preparation	13	3.1
Curriculum planning and assessment	25	5.9
Physical resources	15	3.5
Class grouping	21	5.0
Other	20	4.7
Multiple problems	26	6.1

Problems with class discipline were most frequently cited, followed by problems with curriculum planning and assessment.

Class grouping problems varied. One teacher, for example, found difficulty in coping with planning for three levels in a multi-age family group class. Another had difficulty catering for different levels of ability or achievement within a class, which ranged from 'remedial' to 'gifted'. A third was given the 'worst' children when two classes were regrouped into three. In one school, Year 11 and Year 12 Modern History classes were combined, and the teacher had a problem with teaching two different topics in one room at the same time.

Multiple problems listed by one teacher included:

> Different room for every lesson ... My training had been activity-based and I was not used to the students' expectations that the text book would be followed completely - obsession to know what page I was working from.

Another wrote:

> Not prepared sufficiently at college for multi-level teaching. No teacher aide time. Preparation and work load for a first-year teacher leads to stress and low self-confidence at first (you drown before you swim!)

However, as an afterthought, this teacher added, 'But with a lot of work you learn to swim!'.

Classes Taught

Provisionally registered teachers were asked to indicate the classes or subjects taught, the year levels, the number of hours per week, and the number of students in each class.

Of those responding, 13 per cent taught classes with up to 15 students; 13 per cent had classes ranging from 16 to 20 students, 32 per cent reported between 21 and 25 students, 33 per cent taught classes of 26 to 30, while 8 per cent had 31 or more.

A sample of class sizes in various subjects is reproduced below.

Table 5: Class sizes

SUBJECT	NO. OF INSTANCES REPORTED				
	1-15 STUDENTS	16-20 STUDENTS	21-25 STUDENTS	26-30 STUDENTS	31-35 STUDENTS
English	7	14	27	51	2
Geography	3	7	11	13	1
Mathematics	6	3	25	26	3
Science	4	11	20	39	3
Art	10	10	16	14	1

Of the 163 beginning teachers teaching in secondary schools, a disconcertingly large number reported teaching a range of classes out of their subject area. These

included Pastoral Care (19 classes); English (15 classes); Citizenship Education (15 classes); Health and Physical Education (12 classes); Science (12 classes); Mathematics (10 classes); Geography (8 classes). Other less-often mentioned subjects included Study of Religion, Information Processing and Technology, and Music.

Induction Programs Provided

Of the 423 respondents, 208 or just under half answered 'Yes' to the question, 'Did your school have a formal induction program?' Sixty-nine per cent of those employed in non-State schools answered 'No' compared with 44 per cent of those employed in government schools. The following table lists support received before or at the start of the provisionally registered teacher's first year.

Table 6: Orientation: initial support received

TYPE OF SUPPORT	PER CENT RECEIVING SUPPORT
Telephone contact received	42.8
Welcoming information package	49.9
Meeting with school administrators	74.2
Meeting with staff	70.3
Meeting with parents	13.5
Other	8.3

Provisionally registered teachers were asked to indicate the extent to which a number of **people, activities** and **resources** were helpful to them in their first year of teaching in Queensland. Categories selected reflected those listed in the Board of Teacher Education's earlier study of beginning teachers in the primary school.

These are detailed in the next three tables.

Table 7(a): **Help received in the first months of teaching: people**

PEOPLE	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP	NO HELP AVAIL.	NO ANSWER
Principals	14.4	19.9	33.6	15.4	9.2	5.4	2.1
Other school administrators	13.5	23.9	29.8	13.5	5.9	8.0	5.4
'Buddy'teachers	26.0	22.7	13.7	5.2	2.1	23.6	6.6
Team teaching partners	16.1	9.0	5.9	3.3	2.6	42.3	20.8
Other classroom teachers	19.6	30.3	31.9	11.1	2.1	2.8	2.1
Resource, remedial teachers	6.1	16.3	29.3	17.9	9.0	15.4	6.1
Advisory teachers/ consultants	5.7	13.0	21.5	13.2	10.9	29.6	6.1
Inspectors	0.5	1.2	9.5	12.3	18.2	48.5	9.9
College/ university lecturers	0.7	2.6	4.3	5.2	18.7	60.3	8.3
Other beginning teachers	13.2	19.4	25.8	7.6	8.7	18.9	6.4

Table 7(b): Help received in the first months of teaching: activities

ACTIVITIES	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP	NO HELP AVAIL.	NO ANSWER
Normal school staff meetings	3.3	16.3	50.4	20.8	6.9	1.4	0.9
School meetings for provisionally registered teachers	5.7	16.5	23.6	12.1	2.4	33.6	6.1
School workshops for provisionally registered teachers	4.0	10.9	13.2	9.2	2.8	53.9	5.9
Programs at an education centre	5.0	12.5	18.0	9.7	4.3	45.4	5.2
Meetings of a professional association	3.3	9.7	15.4	8.0	5.2	51.8	6.6
Observing demonstration lessons	7.3	12.1	16.5	4.3	2.1	52.2	5.4
Feedback from observation of teaching	12.1	22.7	28.4	7.1	3.8	21.5	4.5
Visiting other schools	4.0	7.6	8.7	2.6	0.9	69.7	6.4
Working on school curriculum committees	2.4	10.9	18.7	11.3	3.1	47.5	6.1
Participation in formal professional development activities	9.7	22.9	28.8	7.8	1.7	25.1	4.0
District/regional beginning teachers' conference	9.2	15.4	13.7	7.8	2.6	44.0	7.3
Involvement in school's extra-curricula program	9.2	21.5	26.0	10.2	4.7	22.2	5.4
Pupil-free days	14.4	22.2	29.6	12.8	5.2	12.1	3.8

Table 7(c): Help received in the first months of teaching: resources

RESOURCES	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP	NO HELP AVAIL.	NO ANSWER
Curriculum support materials	10.2	28.8	35.7	13.7	1.9	6.6	3.1
Text books	13.5	31.4	34.0	8.3	3.3	6.9	2.6
Personal lesson notes preparing for practising school	8.3	19.9	35.9	14.7	6.4	9.9	5.0
Materials/notes provided by college during preservice course	4.0	13.7	37.1	25.3	8.3	7.6	4.0
Resource material prepared during preservice course	8.3	22.9	38.3	15.4	4.5	6.1	4.3
Education centre resources	6.1	20.1	31.9	10.4	4.5	22.2	4.7
School library (teacher references)	13.7	33.6	30.3	11.3	2.8	4.5	3.8
Kits:							
. *A Class for All Seasons*	0.9	2.4	5.7	1.7	1.2	22.9	65.2
. *Cooperative Teaching in Double Teaching Spaces*	1.2	3.1	5.7	1.4	1.4	31.2	56.0
. *Classroom Management Kit*	1.4	3.3	4.3	1.7	1.2	31.7	56.5
. *TIPS*	1.7	2.8	5.4	1.9	0.5	31.0	56.7
. *Starting the Year Well*	0.2	0.2	0.7	0.9	0.5	33.6	63.8
. *Topic Timetable*	0.2	1.2	0.9	0.9	0.5	34.3	61.9

Clearly from these tables, the resources, activities and people perceived by the highest number of respondents as providing 'great' or 'very great' help during the first months of teaching were:

. other classroom teachers (49.9 per cent)
. buddy teachers (48.7 per cent)
. teacher references in school library (47.3 per cent)
. text books (44.9 per cent).

Most often perceived as of 'little' or 'no' help were:

. materials provided by college during preservice course (33.6 per cent)
. attendance at regular school staff meetings (27.7 per cent)
. resource, remedial teachers (26.9 per cent).

Interestingly, advice from other classroom teachers and consulting various text books were considered by a majority of teachers as of 'great' or 'very great' help in the 1979-80 Board of Teacher Education survey.

Attendance at regular school staff meetings and consulting materials provided by college during the preservice course were also considered by the highest number of beginning teachers as of 'little' or 'no' help.

Examples of other similarities in both surveys are indicated in the table below.

Table 8(a): **Very great help**

	1979-80	1990
Advice from principal	19.1	14.4
Advice from other school administrators	13.5	13.5
Resource material prepared by teacher during training	10.2	8.3
Curriculum support materials	8.4	10.2

Table 8(b): **Great help**

	1979-80	1990
Working on school curriculum committees	9.3	10.9
School meetings for provisionally registered teachers	19.1	16.5
Attendance at regular school staff meetings	13.0	16.3

Table 8(c): **Some help**

	1979-80	1990
Advice from resource/remedial teachers	23.2	29.3
Lesson notes prepared for practising school	42.3	35.9
Advice from college/university lecturers	6.5	4.3

Table 8(d): **No help available**

	1979-80	1990
Advice from college lecturers	69.8	60.3
Attendance at school meetings for provisionally registered teachers	35.3	30.6

Other areas where help was reported by the majority of respondents in both 1979-80 and 1990 as 'unavailable' were:

. visiting other schools;
. school workshops for provisionally registered teachers;
. attendance at meetings of a professional association;
. observing demonstration lessons.

Adequacy of Support

Respondents to the Board of Teacher Registration survey were asked to indicate the adequacy of support received during their first months of teaching.

The following table lists the results.

Table 9: **Support received (per cent)**

	MORE THAN ADEQUATE	ADEQUATE	IN-ADEQUATE	NONE
Information about school policies and procedures	25.1	59.0	14.0	1.9
Information about employing authority policies and procedures	11.5	56.6	24.0	7.9
Guidance in fulfilling duties	17.9	60.3	19.1	2.6
Information about school's resources, support and specialist staff	20.5	52.9	24.2	2.4
Advice on procedures for contacting and communicating with parents	17.9	52.9	20.1	9.1
Assistance with understanding/ using curriculum documents	11.6	50.6	28.4	9.4
Assistance with planning (timetables, lessons, etc.)	16.6	45.0	24.8	13.7
Explanation of pupil assessment procedures	12.0	52.2	26.8	9.1
Advice on teacher-pupil interaction and management	13.0	56.0	21.7	9.2
Assistance in developing awareness of role/responsibility of teacher	14.6	60.5	14.8	10.0
Information on role of professional bodies	7.7	46.9	30.0	15.4
Assistance in developing personal profile/portfolio	7.5	36.1	29.1	27.4
Assistance with further professional development	8.4	48.7	25.2	17.7
Advice on self-evaluation	8.7	48.0	23.9	19.5

By way of comparison, information about school policies and procedures was considered adequate or more than adequate by 69 per cent of early childhood teachers, 89 per cent of primary teachers, and 82 per cent of secondary teachers. However, 19 per cent of early childhood teachers reported receiving none, as compared with 0.5 per cent of primary teachers, and 1 per cent of secondary teachers.

Progression to Full Registration

Over three-quarters of respondents answered 'Yes' to the question, 'Are you familiar with the Board of Teacher Registration's Principal's Report Form?' Only 20 per cent of teachers employed in State schools were unfamiliar with the report, compared to 30 per cent of those employed in non-State schools. In 58 per cent of cases, the principal had completed the form. Some 60 per cent indicated that the principal had discussed the form with them.

Provisionally registered teachers were asked to describe and/or comment on how they were involved in the preparation of the report. Answers varied from negative to very positive. On the negative side, one teacher wrote, 'I was given the form after it had been filled out to sign'.

Another commented:

> I was sat down in the last hour of semester 1, after a very heavy time of work, in front of the Principal and Deputy. The latter then proceeded to pick anything and everything he could, while in a temper.'

More positive comments included:

- The Principal showed me the form well before it was completed so I knew what he would be looking for. After a few weeks he wrote my report and I signed it.

- The Principal or Assistant Principal came to a few lessons. The Principal discussed my teaching with the curriculum coordinator who had come to a lot of my lessons. They filled out the form together. Then the Principal discussed it with me.

- My first year of teaching was filled with meetings between different teachers and the Principal. I knew and agreed with all comments and evaluations of my teaching.

General Comments

The questionnaire asked teachers to describe and/or comment on the perceived strengths and weaknesses of the induction program at their school.

Again, comments ranged from negative, indicating a non-existent or poorly-conceived induction program, to glowing praise for the program offered.

Selected examples are reproduced below.

Perceived weaknesses

- No contact or information about the school or school policy or procedures prior to commencement at the school.
- Largely left to find out for myself.
- Much of the program is a repetition of what was taught in college.
- Told to plan for the first week with no guidance. My teaching partner helped as best she could but I feel the principal and administrator should have played an important role in the start of my teaching career.
- Preschool is extremely isolated from host school - therefore a lack of personal inclusion in school's program.

Perceived strengths

- An excellent staff functioning on a solid commitment to support one another. Principal and buddy teachers have been 'fountains of wisdom and support'.
- There is a lot of support and help from fellow teachers as well as Subject Masters and the Administration.
- Help was given in a very warm, relaxed atmosphere.
- Very open to teacher input and suggestions.
- Information was freely available. Teaching partners and teachers of the same year level were the most important part

of school induction for me. Principal was always very approachable.

- Tailored to individual needs.

- My school undertakes a senior induction program and involves beginning teachers in some of the planning and presentation. A fabulous program after all.

- A large degree of independence was given to trial methods of teaching, preparation and the opportunity to learn from your own mistakes.

Further Comments

At the end of the questionnaire, provisionally registered teachers were invited to make any other relevant comment. The following is a representative sample of responses that illuminate:

- I would urge the Board to protest against first years being transferred mid-year as the first year of settling into teaching is very important.

- Although I was more or less left to my own devices by the administration, I would not have enjoyed being under their constant scrutiny. I feel administration should only get involved if a teacher is displaying any problems ... or if teacher voices problems.

- Small schools should band together or combine with large schools to provide adequate induction programs - part of a program is better than no program!

- Place provisionally registered teachers in their area of expertise (e.g. do not place an Early Childhood-trained teacher in a Year 5 class to begin with).

- Most of my support for my first year was from another teacher. She had been teaching for many years. If it wasn't for her, I don't know how I would have coped with a composite class.

- A buddy system needs to be established, i.e. an experienced teacher and a first-year teacher.

- The only way to learn (to teach) is to get out and do it.

CHAPTER 4

SURVEY OF SCHOOL PRINCIPALS

A survey questionnaire, a copy of which appears in Appendix III, was also sent to a random sample of 337 school principals, to gather data on principals' perceptions of the effectiveness of elements of induction programs currently offered in Queensland schools.

It was expected that the data obtained would assist the Working Party to assess the strengths and weaknesses of present programs, and to recommend any changes considered desirable.

Designed to complement the questionnaire sent to provisionally registered teachers, the version sent to principals asked for information on the extent to which principals had found various people, activities and resources helpful to beginning teachers in their first months of teaching.

It also asked principals to indicate the importance they placed on a range of induction activities. More general comments were requested on the Board's Principal's Report Form and on perceived strengths and weaknesses of their school's induction program.

Two hundred and forty-six principals returned the questionnaire. This represented a response rate of 73 per cent.

One hundred and ninety-five were principals of government schools, 42 of Catholic schools and nine of other non-government schools.

School sizes are set out below. The figures reflect the distribution of school sizes in Queensland where, for example, almost a third of the 1,000-odd State government primary schools have fewer than 50 students enrolled.

Table 10: School sizes

NO. OF TEACHERS IN SCHOOL	UP TO 5	6-10	11-20	21-30	31-50	OVER 50
Proportion of sample of principals	32.1	12.3	20.6	11.5	14.4	9.1

Schools in the Brisbane metropolitan area made up 42 per cent of the sample, with 20 per cent in provincial cities and 38 per cent in country areas.

One hundred and fifty principals indicated that their school had a formal induction program, while 65 reported no formal program. A number of principals in small schools did not answer this section.

As with the earlier survey of provisionally registered teachers, principals were asked to indicate the initial support offered to provisionally registered teachers before or at the start of their first year. Results are listed in Table 11.

Table 11: Initial support offered

TYPE OF SUPPORT	PER CENTAGE OF SCHOOLS OFFERING SUPPORT
Telephone contact from school	77.6
Welcoming information package	69.1
Meeting with school administrators	84.8
Meeting with staff	81.2
Meeting with parents	31.4
Other	9.4

Principals were asked to list the extent to which they had found **people**, **activities** and **resources** of use to provisionally registered teachers in their first months of teaching. The responses of those who answered may be compared to those

detailed in Tables 7(a), (b) and (c), earlier. However it should be noted that Table 7 outlines help actually received by provisionally registered teachers, whilst Table 12 provides principals' perceptions of the value of various types of help.

Table 12(a): Principals' evaluation of sources of help: people

PEOPLE	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP
Principals	28.7	43.9	24.2	2.7	0.4
Other school administrators	27.6	45.4	23.0	3.3	0.7
'Buddy' teachers	38.8	46.1	13.5	-	1.7
Team teaching partners	37.0	40.4	17.1	4.1	1.4
Other classroom teachers	12.6	45.1	38.6	3.3	0.5
Resource, remedial teachers	8.9	24.5	53.1	12.5	1.0
Advisory teachers	3.2	19.5	44.3	26.5	6.5
Inspectors	1.8	9.8	31.7	34.1	22.6
College/university lecturers	1.0	6.7	7.7	32.7	51.9
Other beginning teachers	4.9	24.5	54.0	16.0	0.6

Table 12(b): Principal's evaluation of sources of help: activities

ACTIVITIES	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP
Normal school staff meetings	5.8	38.6	52.5	3.1	-
School meetings for provisionally registered teachers	13.2	49.4	35.1	1.1	1.1
School workshops for provisionally registered teachers	12.6	48.3	36.4	2.1	0.7
Programs at an education centre	4.7	26.2	49.0	18.1	2.0
Meetings of a professional association	-	16.1	53.4	27.1	3.4
Observing demonstration lessons	7.8	37.8	45.6	8.9	-
Feedback from observation of teaching	8.6	44.7	42.1	4.1	0.5
Visiting other schools	12.4	39.3	42.8	5.5	-
Working on school curriculum committees	5.2	33.3	47.4	13.0	1.0
Participation in formal professional development activities	8.1	44.5	41.1	6.2	-
District/regional beginning teachers conference	12.2	33.5	44.5	9.8	-
Involvement in school's extra-curricula program	9.0	35.4	46.2	8.5	0.9
Pupil-free days	18.4	46.2	31.4	4.0	-

Table 12(c): Principals' evaluation of sources of help: resources

RESOURCES	VERY GREAT HELP	GREAT HELP	SOME HELP	LITTLE HELP	NO HELP
Curriculum support materials	11.3	38.9	44.3	4.5	0.9
Text books	4.2	29.3	50.7	14.4	1.4
Personal lesson notes prepared for practising schools	2.1	17.9	54.2	22.6	3.2
Material/notes provided in college during preservice course	-	13.8	48.2	31.3	6.7
Resource material prepared during preservice course	-	20.7	54.3	19.6	5.4
Education centre resources	6.0	27.1	49.7	14.1	3.0
School library (teacher references)	12.3	39.1	43.2	5.0	0.5
Kits:					
. *A Class for All Seasons*	1.5	21.4	62.6	9.2	5.3
. *Cooperative Teaching in Double Teaching Spaces*	2.5	26.4	54.5	13.2	3.3
. *Classroom Management Kit*	2.8	29.8	57.4	7.8	2.1
. *TIPS*	1.4	24.6	53.6	17.4	2.9
. *Starting the Year Well*	3.4	23.0	60.9	10.3	2.3
. *Topic Timetable*	3.3	21.3	57.4	14.8	3.3

'Buddy' teachers stood out, in the opinion of the vast majority of principals (85 per cent) as being of greatest help to provisionally registered teachers. Staff members in the school ranked more highly than any of the resources or activities listed. Team teachers were rated as of 'very great' or 'great' help by 77 per cent of principals, other school administrators by 73 per cent of principals, principals

rated themselves as of 'very great' or 'great' help in 73 per cent of responses. Other teachers were rated in this category by 58 per cent of principals.

Principals considered school meetings for provisionally registered teachers to be of 'great' or 'very great' help in 63 per cent of responses. Other activities highly regarded by principals were school workshops for provisionally registered teachers (60 per cent) and pupil-free days (65 per cent).

Curriculum support materials were considered most useful by half of the principals, a similar percentage of whom also regarded teacher references in the school library highly.

Following a similar format to the questionnaire for beginning teachers, principals were asked to indicate the importance they placed on activities, listed in the table below, in assisting beginning teachers during their first months of teaching.

Table 13: **Importance of induction activities**

	VERY GREAT IMPORTANCE	GREAT IMPORTANCE	SOME IMPORTANCE	NO IMPORTANCE
Information about school policy and procedures	51.5	40.8	7.3	0.4
Information about employing authority policies and procedures	9.9	42.7	44.8	2.6
Guidance in fulfilling duties	32.6	57.0	10.0	0.4
Information about school's resources, support and specialist staff	36.6	49.2	7.7	0.4
Advice on procedures for contacting and communicating with parents	32.5	50.2	15.6	1.7
Assistance with understanding/ using curriculum documents	29.0	57.6	13.0	0.4
Assistance with planning (timetables, lessons, etc.)	51.9	39.4	7.4	1.3
Explanation of pupil assessment procedures	34.2	50.6	13.9	1.3
Advice on teacher-pupil interaction and management	35.2	52.6	11.7	0.4
Assistance in developing awareness of role/responsibility of teacher	30.0	56.2	13.3	0.4
Information on role of professional bodies	4.3	27.7	61.9	6.1
Assistance in developing personal profile/portfolio	12.1	32.0	49.4	6.5
Assistance with further professional development	13.4	45.7	39.7	1.3
Advice on self-evaluation	21.1	55.2	22.8	0.9

More than half of the principals placed very great emphasis on providing provisionally registered teachers with information about school policy and procedures, and assistance with planning time tables and lessons. Fewer, around a third, placed similar emphasis on providing information about the school's resources, support and specialist staff, or advice on teacher-pupil interaction and management. Only 4 per cent felt that information on the role of professional bodies was of very great importance.

It is interesting to compare Table 9, which provides information on the adequacy of support which provisionally registered teachers considered they had received through a number of induction activities, with Table 13 which indicates the importance placed by principals on these same activities. As Table 14 demonstrates, for almost every activity the percentage of teachers considering the support received as 'adequate' or 'more than adequate' falls below the percentage of principals regarding the activity as of 'great' or 'very great' importance.

Table 14: Comparison of Tables 9 and 13

ACTIVITY	PRINCIPALS CONSIDERING SUPPORT OF GREAT-VERY GREAT IMPORTANCE %	TEACHERS FINDING SUPPORT ADEQUATE-MORE THAN ADEQUATE %
Information about school policy and procedures	92.3	84.1
Information about employing authority policies and procedures	52.6	68.1
Guidance in fulfilling duties	89.6	78.2
Information about school's resources, support and specialist staff	85.8	73.4
Advice on procedures for contacting and communicating with parents	82.7	70.8
Assistance with understanding/using curriculum documents	86.6	62.2
Assistance with planning (timetables, lessons, etc.)	91.3	61.6
Explanation of pupil assessment procedures	84.8	64.2
Advice on teacher-pupil interaction and management	87.8	69.0
Assistance in developing awareness of role/ responsibility of teacher	86.2	75.1
Information on role of professional bodies	32.0	54.6
Assistance in developing personal profile/portfolio	44.1	43.6
Assistance with further professional development	59.1	57.1
Advice on self-evaluation	76.3	56.7

The Principal's Report Form

Two hundred and six principals reported that they were familiar with the Board's form, a marginally greater percentage than that of provisionally registered teachers. The majority, 75 per cent, indicated that they normally discussed the report with the teacher early in their first year of teaching. Four-fifths indicated that they considered the present format of the Board of Teacher Registration's form appropriate.

Principals were invited to comment on the present form. A minority, almost invariably those who did not consider the present form appropriate, elected to do so. Typical comments, reproduced below, carry a unified message:

- I don't see that it is necessary to furnish this report as the eight-month Probationary Report should be sufficient evidence of the ability of the teacher.
- Would prefer assessment to be linked with Departmental Appraisement Form as an additional copy.
- It needs to be done in association with the teacher's first or second year reports.
- We should not have to write out a separate form.
- There needs to be room for the teacher to comment.
- I can see no point in completing one type of form for the Education Department and another one for the Board of Teacher Registration. I believe the information required by the Education Department should be sufficient to determine if provisional registration should be converted to full registration.

General Comments

As with the provisionally registered teachers' questionnaire, principals were asked to describe and/or comment on the perceived strengths and weaknesses of their school's induction program.

<u>Perceived weaknesses</u>

Time constraints featured strongly:

- All teachers are busy at the time when a new teacher needs the help the most.

- It becomes a full-time job if the teacher is in need of assistance.

- This year it took too much time.

Others included:

- Not enough formal evaluation and feedback.

- Too much written, little thought given to personal/social development.

Perceived strengths

One principal wrote:

- The main aim of this school's induction program is to make the beginning teacher feel comfortable in, and an immediate member of, the school team - a lot of this is done through informal communication ... and not with great quantities of copious notes, etc.

Representative comments by others included the following:

- Large staff and three Administrators make task easier.

- Personal, welcoming approach.

- Companion teacher scheme is very effective.

- Support from 'buddy teacher' and other specialist teachers. I consider the 'buddy teacher' scheme the main strength - invaluable.

Further comments

Principals, too, were given the chance to make further comment. Some are reproduced below:

- This program is successful because of the efforts within the school. There is very little support from outside the school.

- The program is only as good as the person doing the induction.

- The questionnaire has been valuable as an awareness-raising instrument. I feel now that more emphasis will be given to induction, but realise that much good work is going on in the school in this area without being formalised as such.

- As each teacher is an individual, any assistance must be tailored to suit their needs - not our perception of their needs.

- At present, a provisionally registered teacher counts the same as an experienced teacher on a school staffing scale, whereas a proper induction program could be implemented if a teacher counted as .5 on the scale.

And a final message:

The role of the principal has seen so many 'add-ons' in recent years (including many surveys/questionnaires) which interrupt the principal's work with teachers and students.

CHAPTER 5

INPUT FROM MEETINGS AND WORKSHOPS

In addition to the surveys of principals and provisionally registered teachers, input was obtained from meetings conducted by members of the Board's Working Party on the Induction of Provisionally Registered Teachers. Meetings were held at Mackay, Moranbah, Bowen, Bundaberg, Roma and Toowoomba. A joint workshop with members of the Queensland Institution for Educational Administration was also conducted in Brisbane.

The main points raised during the workshop and meetings fell into defined areas, as outlined below.

Preservice preparation

. Concerns were expressed regarding the preservice preparation of teachers for the practical aspects of classroom life. Many preservice programs under-prepare students in this area, thus increasing the burden of induction in schools. Tertiary institutions should shoulder more responsibility for the practical training of teachers. (Some groups suggested that courses which were severely lacking in this regard should not be approved by the Board.)

. There is a need for liaison between schools and preservice teacher education institutions. Principals need information concerning the preservice experience and performance of beginning teachers, particularly in relation to practice teaching.

Planning for induction programs

. Each school should have a well-documented induction program and should provide an induction workbook for all provisionally registered teachers.

. There is a need for information about the school setting, administrative details, the local community, etc., as well as professional development. An orientation package is needed by all new teachers at a school, not just by provisionally registered teachers.

. Induction programs must be tailored to meet the needs of individuals (and also to the size of the school and location).

. Induction programs should be planned around the 'stages of professional growth'. During the initial survival stage, the program should concentrate on providing practical support in terms of basic administration and organisational details and guidance in planning and preparation and the development of teaching skills and strategies.

. Provisionally registered teachers should have an active role in deciding on aspects/topics of the induction program, to ensure that the program is relevant to their needs and interests. Programs could perhaps be structured so as to offer a core introductory package which provides the initial support essential to beginning teachers, after which programs could be altered and individualised in response to needs.

. Induction programs should give beginning teachers the opportunity to discuss problems, share ideas and resources, interact with administrative staff and experienced teachers and to observe experienced teachers in the classroom.

. Many of the groups expressed support for the notion of a two-year period of induction and provisional registration.

. Numerous groups pointed to the need for appropriate guidelines for the development of induction programs. Many felt that the guidelines should specify a common core for induction programs State-wide. The Board should provide examples and suggestions for inclusions in induction programs, as well as information on induction practices which have been used successfully in schools.

. Many groups suggested that induction should be compulsory - the Board should require some form of induction program in all schools, and full registration should be dependent upon completion of the program.

The role of experienced staff members

. The 'buddy' system is appealing.

. Subject masters should have a role in induction (as supervisor and coach). School 'subject team structures' could be used as a supporting body. Subject area meetings are valuable.

. Those involved in the implementation of induction programs (principals, school leaders, buddy or mentor teachers, etc.) need inservice preparation and support for their roles.

. The contradictory judge/mentor roles of the principal could weaken the bond of trust developed with the beginning teacher.

. The issue of remuneration for mentors, lead teachers, 'buddy' teachers, etc. was also raised.

Elements of the program in the school

. Workshops should be an essential part of an induction program, but must be workshops, not lectures. Input by beginning teachers into workshop agendas should be possible.

. Beginning teachers' meetings should include input from experienced teachers as well as administration.

. Consultants, specialists and outside resource people should be used in induction programs.

Networking

. A number of problems were noted with regard to induction in small schools. School ownership of the induction program is a problem. Small or isolated schools should be encouraged to rely on regional expertise and also to develop district networks or clusters of schools with beginning teachers. Problems experienced in small schools need to be considered.

. Networking is a desirable concept in all contexts - it provides the opportunity to meet and interact with other provisionally registered teachers.

. The opportunity should exist to participate in seminars involving teachers from other schools and to visit other schools.

Workloads

. A number of comments focused on the workload of beginning teachers - expectations with regard to lesson plans should be realistic; additional planning time is needed; release time to observe other teachers and visit other schools

should be provided (perhaps using SERS); beginning teachers should not be given the 'worst' classes, large numbers, etc.

. Similarly, beginning teachers should not be overloaded with induction activities - a period at the beginning of the year (perhaps the first term) should be induction-free.

Induction and evaluation

. A balance should exist between formal and informal observations of provisionally registered teachers and feedback from observations is extremely important.

. Beginning teachers should not be made to feel they are continually on show or being evaluated.

. Numerous comments centred on the subject of reporting. Some groups felt that there were currently too many reports and also that the report forms for the Board of Teacher Registration and Department should be combined or brought into line. Others suggested that criteria for assessment needs to be clearly set out, and that the responsibility for assessment should not rest with one person.

CHAPTER 6

DEVELOPMENTAL NEEDS OF BEGINNING TEACHERS: IMPLICATIONS FOR TEACHER REGISTRATION

The various research studies of beginning teachers suggest that there are at least three significant stages of professional development through which they progress in their early years of teaching.

The first year of teaching is characterised as a **survival** stage during which beginning teachers are learning to apply basic teaching skills in weekly and daily planning for teaching, identification of appropriate resources for teaching, classroom management and discipline and basic instructional strategies.

Once these basic 'survival' skills have been achieved, the teacher is able to function independently at a basic level and may be regarded as meeting a minimum 'safety' standard for employability or licensing purposes, although not yet having achieved the level of knowledge, understanding and skill expected of a fully professional teacher.

Over the succeeding two or three years, the research suggests, advanced beginning teachers move through a **consolidation** or growing up stage during which they develop greater mastery of curriculum planning, subject matter, resources and teaching skills and strategies along with a growing ability to take account of the needs of pupils as individuals and to adapt their teaching to different contexts and changing situations.

Following this consolidation of their teaching competence through experience, teachers move into a stage of **maturity** or professional competence in which they are able to adapt curriculum, develop resource materials and contribute to school curriculum development. With further years of experience, teachers might generally be expected to develop to a stage of **proficiency** or 'advanced skills' through critical reflection on their teaching; teachers at this stage of professional development are able to provide leadership, support and advice to other teachers and to contribute to the supervision of preservice students and the induction of beginning teachers.

The problem for professional certification or registration bodies is to decide what, if any, form of licensing, certification, registration or accreditation is appropriate to mark various stages of professional development.

Clearly, new graduates from preservice teacher education programs must be licensed to begin teaching, but they have yet to confirm that they possess the basic skills needed to continue into a teaching career. Their initial licence to teach must therefore be provisional and further certification (and employment) conditional upon their demonstrating that they have acquired the necessary skills.

Under the present Queensland registration system, when provisionally registered teachers are judged by their principals to have achieved a satisfactory level of performance in basic teaching skills in their first year of service, they are granted 'full' registration which may be retained for life subject only to annual renewal upon application. Such a system implies that preservice teacher education is intended to 'train' a teacher for the teaching role and that, in the period of provisional registration, they have to demonstrate that they can perform the role for which they have been trained in order to have their registration confirmed.

While the achievement of basic survival skills may satisfy a minimum 'safety' requirement for ongoing registration and employment, it falls far short of the level of proficiency now expected of the professional teacher. No professional body interested in promoting professional standards or quality teaching could be content to regard such a level as reflecting its ideal standard for the profession of teaching as we move towards the beginning of the twenty-first century.

Both the Bassett and *Project 21* reports discussed the role and the professional qualities now expected of teachers and concluded that teachers needed to gain substantial additional knowledge and understanding of the interrelationship between theory and practice beyond what could be achieved in any preservice course to enable them to function as autonomous, critically reflective professionals and to collaborate with colleagues as part of a professional team. They envisaged that, in order to qualify for full professional registration, a beginning teacher would need to complete an induction period of at least one year to establish basic teaching skills, followed by a period of further study combined with experience leading to a degree in education.

The Working Party noted that, in the light of more recent developments, the Board of Teacher registration had concluded that the 'Basset' or 'Project 21' model, involving mandatory inservice study, was no longer a viable proposition. The Board had adopted in principle, as a basis for its future registration policy, that all preservice teacher education for early childhood, primary or secondary teaching

should be of at least four years' duration; and that the overall studies undertaken in a preservice program should include professional studies of not less than the equivalent of three semesters of full-time study. The Board saw preservice teacher education as being followed by ongoing professional development throughout a teacher's career, commencing with induction and continuing in a variety of forms including both formal higher education award courses and other courses and activities offered by a range of providers, some of which would also be accepted for credit towards academic awards as well as for career advancement purposes.

If the Board were to adopt an advanced standard of professional proficiency for full registration purposes, it could not therefore be related to the completion of an inservice degree in education, but would need to rely on an assessment of a teacher's professional competence and capacity for critical reflection. The research evidence suggests that such a level of proficiency is unlikely to be achieved in less than three to five years.

The Working Party also noted that the Queensland Department of Education had adopted revised procedures and report forms for considering the confirmation of appointment of teachers on probation, which had been developed in conjunction with the Department's ongoing Collaborative Teacher Performance Review process. Under the new procedures, an interim probation report is to be completed during the second term of a teacher's employment with the Department, and a confirmation of appointment report is completed before the end of the first year of service. If the Board were to adopt a standard for full registration which would require two or more years of teaching experience to fulfil, a further report would need to be completed by State school principals a year or more after a teacher's appointment had been confirmed. Anomalies could occur in terms of teachers who had met the requirements for tenure of appointment, but who did not attain the level of proficiency for full registration. Again, if a teacher's probationary appointment was terminated on the grounds of incompetence, this would call into question his or her eligibility for continued provisional registration; the Board would thus still need to determine, at the end of a teacher's first year of service, whether provisional registration should be retained.

The Working Party therefore considered the desirability of having several levels of registration. Such registration systems have been adopted in a number of other professions, and for teacher registration in many of the states of the USA. Under the pattern common in the United States, initial registration is for a one year term only and is conditional upon the teacher's demonstrating the ability to function at a minimum level in the classroom. This conditional registration is followed by a basic level of registration, renewable at three- or five-yearly intervals subject to the teacher completing minimum periods of satisfactory service and/or minimum

amounts of inservice education. Movement to full registration, often automatically renewable for life, generally requires the completion of a master's degree, involving the equivalent of one year's full-time study, or acceptable alternative professional development. Life registration, or professional level certification, may also involve a peer assessment to confirm advanced teaching proficiency.

The Working Party also noted that, in the United States, following the recommendations of the Carnegie Forum Task Force on Teaching as a Profession, a National Board for Professional Teaching Standards has been established to set new standards for the teaching profession in the USA, with a view to improving the quality of education available to children throughout the country. Its initial goal is 'to establish high and rigorous standards for what teachers should know and be able to do, and to certify teachers who meet those standards'. The National Board has agreed that the prerequisites for assessment for certification will be the possession of a bachelor's degree and the successful completion of three years of teaching at one or more elementary or secondary schools. Teachers who meet these prerequisites will be assessed under procedures which may include written tests or examinations, simulation, peer observation or submission of documentation.

The Working Party believes that it is becoming increasingly evident that a beginning teacher is unlikely to reach a critically reflective professional level in the first or even second year of teaching. Professional development is a life-long, continuing process and it may be many years before some teachers achieve a fully professional level, even though they may be able to teach effectively within a limited range of responsibility. The Working Party therefore favoured a system in which the basic competencies developed during the first year or so of teaching would be acknowledged by confirming provisional registration after one year of satisfactory teaching experience as at present, but the subsequent achievement of a truly professional level of proficiency would be recognised by granting an advanced level of registration on a voluntary basis to teachers who successfully applied.

The Working Party considered three options relating to the timing and nature of the Board's registration procedures:

Option A

The minimum period of provisional registration would be extended to two years. The first year would be regarded as an extension of the teacher's initial preparation through an induction program involving support and coaching for the

beginning teacher. During the second year the teacher would be expected to function independently, implementing as an autonomous professional the knowledge and skills developed through both preservice education and the first year's induction experience. A brief report would be obtained at the end of a teacher's first year of service to satisfy the Board that registration should not be cancelled, but provisional registration would continue into the second year unless the teacher's performance was regarded as totally unsatisfactory. A more substantial report would be sought at the end of the second year of service, to confirm that the teacher was able to function independently following the induction year, and this report would be used as a basis for granting full registration.

Option B

The initial period of provisional registration would be one year during which an induction program would be provided to assist the beginning teacher achieve a satisfactory level of performance in basic teaching skills. At the end of a teacher's first year of service, a basic level of registration would be granted on demonstration of satisfactory performance in a range of basic competencies. A further report sought at the end of the second or third year of service would seek evidence of achievement of a higher level of professional competence and capacity for critical reflection, and would be used as a basis for granting full professional registration. Teachers who failed to achieve the level of professional competence required for full professional registration within, say, five years might be asked to show cause as to why their basic registration should not be cancelled.

Option C

A report would be sought at the end of a provisionally registered teacher's first year of service as at present. The report would include information about the teacher's performance in the teaching role assigned and the induction processes which had taken place, and would be used as a basis for granting full registration. A more advanced level of professional registration, which would be voluntary, would be granted after a minimum of three to five years' experience on a range of criteria including, for example, possession of a degree in education and achievement of a high level of professional skills and competencies, as confirmed by peer assessment. The advanced level of professional registration might be renewable at five-yearly intervals subject to confirmation of continued professional development through professional practice and/or professional studies.

The Working Party sees considerable merit in the notion of extending the period of provisional registration to two or more years. This would enable the first year of teaching to be seen as a continuation of initial preparation into an induction program which could be supportive and developmental and provide formative rather than summative assessments of the beginning teachers' progress. It would then be the second year rather than the first in which beginning teachers would be expected to demonstrate their ability to carry out the teaching task, and they could then be expected to demonstrate the ability to perform independently, without the level of support and assistance provided during the induction year.

Option A would achieve this goal, but would present some difficulties for employing authorities which operate on the basis of a one-year probationary period of initial employment. The possibility would arise of a teacher receiving confirmation of appointment, and hence tenure, at the end of the first year, but not qualifying for full registration at the end of the second. Option A also suffers from the disadvantage of setting a standard for life-long 'full' registration which does not reflect a view of the teacher as professional consistent with current perceptions of the teaching role.

In view of the greatly increased complexity and demands of the teaching role over the past decade, the Working Party sees it as untenable that a beginning teacher can be expected to reach the level of professional proficiency required for that role by the end of the first or second year of teaching experience. It is equally untenable to define the level of proficiency required for life-long professional registration in today's educational climate as a level that can be achieved by a beginning teacher in one or two years. The Working Party would wish to see the granting of professional registration as reflecting the achievement of the professional knowledge and skills required for the teaching role as we move into the twenty-first century.

Option B would enable full registration to reflect a truly professional level of performance, but still suffers from the practical difficulty of tenured teachers not qualifying for full registration. It also leads to the ambiguity involved in having fully registered teachers currently on the register who can reasonably expect to retain their registration indefinitely without having to meet additional requirements.

Option C would overcome this ambiguity by offering a higher level of registration on a voluntary basis to teachers who achieved and maintained an agreed standard of professional performance. While beginning teachers would still be able to qualify for basic, life-long registration after one year, concurrently with confirmation of their probationary appointment, Option C would enable the Board

to adopt a more ideal standard of what was meant by the truly professional teacher. To distinguish this advanced level of professional recognition from the requirements of 'full' registration and to reflect the need for continuing professional development, it might appropriately take the form of a *'Professional Practice Certificate'* and be renewable on a five-yearly basis subject to continued professional performance and participation in professional development activities.

The criteria for eligibility for the *Professional Practice Certificate* might include, for example:

. a four-year degree in education (including the equivalent of at least three semesters of professional studies)

. a minimum of three years teaching experience within the last five years

. evidence of professional competence as confirmed by peer review

. evidence of participation in continuing professional development activities.

A *Professional Practice Certificate* would be renewable every, say, five years following a further peer review confirming continuing professional competence and further professional development. Application for the initial award and subsequent renewal of a *Professional Practice Certificate* would be made by the teacher submitting an application form with supporting documentation providing evidence of professional competence on a range of criteria including, for example, knowledge of the professional role of the teacher, knowledge of the school and community, knowledge of the subject matter for his or her teaching role, curriculum design and evaluation, teaching ability, student assessment, professional attitude and capacity for critical reflection. It would be envisaged that the teacher's portfolio application would be reviewed by a peer review panel including the school principal or nominee and two other experienced teachers, preferably holders of *Professional Practice Certificates* themselves, one of whom might come from another school. The peer review panel would consider the material provided by the teacher, observe the teacher in operation in the classroom and make an assessment of suitability for the award or renewal of the *Professional Practice Certificate* against criteria to be developed by the Board in collaboration with teachers and other relevant groups, perhaps through its Professional Education Committee.

It may be that the criteria for the award and renewal of the Board's *Professional Practice Certificate* could correspond with teacher appraisal criteria used by

employing authorities for eligibility for advanced skills teacher status or for promotion purposes. The procedures for appraisal for the purposes of the *Professional Practice Certificate* might then coincide with those procedures already in place, with a separate report and recommendation coming to the Board in much the same way as is proposed for reports on the teaching service of provisionally registered teachers seeking confirmation of provisional registration.

The level of professional recognition envisaged for the *Professional Practice Certificate* might also be seen as appropriate for national registration. Rather than duplicating state registration systems and having to deal with the minimum standards adopted for historical reasons in the various states, a voluntary system of national registration could reflect a nationally agreed standard for the teaching profession, and one to which teachers in all states could aspire after satisfying the minimum competency standards required for registration or eligibility for employment in their own state.

Recommendation 1

(a) That the initial period of provisional registration continue to be one year, and that registration be confirmed on the basis of a report from the principal which provides not only an assessment of the teaching performance of the provisionally registered teacher, but also information on the teaching tasks assigned and the induction process undertaken; and

(b) That the Board consult with employing authorities, teacher organisations, etc., with a view to the early introduction of a voluntary *Professional Practice Certificate* for Queensland teachers.

Recommendation 2

That the Board discuss with the Department of Education and other employing authorities the possibility of using a common form for the principals' reports on teaching service for confirmation of provisional registration and for confirmation of probationary appointment.

Recommendation 3

That the Board actively pursue the establishment of a voluntary system of national registration based on an agreed professional standard to which teachers in all states might aspire.

CHAPTER 7

INDUCTION OF BEGINNING TEACHERS: MENTORING

The survey of beginning teachers undertaken by the Working Party suggested that many schools do not yet have systematic induction programs for their beginning teachers or for teachers teaching in Queensland for the first time. Publications such as the Queensland Department of Education's *Guidelines* provide comprehensive checklists of induction activities to support and strengthen the performance of beginning teachers. The Working Party would hope that employing authority policies would seek to ensure that every school in Queensland developed and implemented a comprehensive induction policy for teachers appointed to the school, including not only beginning teachers, but also teachers returning to teaching after an absence from teaching, teachers transferring from other schools in Queensland, and teachers from other Australian states or from overseas. The results of the survey emphasise the importance of school induction policies being flexible enough to cater for a variety of teacher needs, including the needs of teachers appointed at various times throughout the school year.

Account needs to be taken, however, of the danger of placing excessive demands on beginning teachers through the very induction process that is intended to help them. In an unpublished address to the Annual Conference of the Australian Teacher Education Association in Townsville in 1989, Professor Carol Charles described the effects of a comprehensive induction program introduced in San Diego, California, in an attempt to arrest the high resignation rate amongst first year teachers. He stated that the time demands and stress associated with the program in fact led to an increase rather than a decrease in the resignation rate.

The research literature on induction and the survey carried out by the Working Party confirm that the greatest source of help to beginning teachers in their professional development is the non-judgemental support and advice of an experienced teacher colleague. The literature suggests that the main elements of a successful mentoring program include:

. careful selection of potential mentors

. careful preparation of mentors for the mentoring role

- sensitive pairing of mentors and beginning teachers, preferably allowing beginning teachers to choose their own mentors

- support for mentors from experienced mentors, consultants or teacher educators

- support for the mentoring process from school and system administrators

- release time for mentors and beginning teachers to consult and visit each other's classroom

- separation of mentoring from assessment

- confidentiality in the relationship between mentors and their protégés

The Working Party believes that the introduction of a mentoring process for all provisionally registered teachers would do much to help ensure that every teacher commencing to teach in Queensland received an appropriate professional induction, and hence to help enhance the quality of teaching in the state. Clearly, the nature and amount of mentor support required would vary greatly from teacher to teacher, but the Working Party would envisage that every provisionally registered teacher should have access to a mentor selected in consultation with the school or college administration, but having no role in the formal assessment of the teacher for employment purposes. The mentor would normally be a member of the school or college staff other than the principal or other administrative staff involved in the assessment of the beginning teacher for probation purposes. In small schools the mentor may be a visiting advisory teacher or part-time mentor, for example, a recently-retired teacher.

The school-based induction and mentoring processes might well be supported by outside agencies such as school support centres, employing authority advisory staff and higher education institutions. Support centres or other agencies might arrange regular seminars or workshops for beginning teachers aimed at promoting reflection on teaching practices. The seminars might be of two to three hours' duration and could be held, say, once a month, during afternoons or early evenings or at weekends. They would involve groups of beginning teachers from one or more schools, depending on the distribution of beginning teachers. Topics could be planned in advance by the local school support centre, higher education institution, employing authority and school personnel with input from the beginning teachers. The seminars would provide an opportunity for beginning teachers to discuss problems and situations they are experiencing in teaching, and to exchange ideas, with their peers as well as with experienced teachers. Experienced teachers and administrators from local schools and colleges, together

with higher education institution academic staff and employing authority personnel, would serve as consultants and discussion facilitators for the seminars. Participation in seminars could be linked to credit for academic award purposes and/or industrial award provisions both for those running the seminars and for the beginning teachers involved.

Higher education institutions could play a major role in the preparation of experienced teachers for assuming the role of mentor by providing courses focussing on the developmental needs of beginning teachers, 'good' teaching, 'clinical supervision', and counselling. Courses could well be designed to give academic credit for teachers enrolled in award programs. They might well commence before the start of the school year and continue into the year to provide a link with practical experience in the mentoring role as well as providing ongoing support for mentors and a forum for them to discuss common problems and experiences. Higher education institutions might also cooperate to provide additional follow-up support where any beginning teachers are assessed as unable to carry out effectively the beginning teacher role for which they were prepared. Where a school or college has identified a serious deficiency and been unable to overcome it, the higher education institution would assist in developing a suitable support program (which may include further on-campus study or supervised practice).

Because of its responsibilities in relation to provisional registration, the Board of Teacher Registration is uniquely placed to promote the provision of adequate professional induction for all provisionally registered teachers in Queensland schools and colleges. Without becoming too prescriptive or intrusive, the Board should endeavour to support provisionally registered teachers by promoting effective induction processes and stressing the need for all schools and colleges to have induction policies which can be implemented whenever a teacher is appointed. The Board should also publish brochures on induction and the mentoring process for distribution to schools, colleges and school support centres. Copies of the brochures should also be provided to all teachers upon their being granted provisional registration as an indication of the Board's expectations for the period of provisional registration. The lack of induction support in many schools revealed in the Working Party's survey and in reports on provisionally registered teachers considered by the Admissions Committee over the years suggests that the Board should also support provisionally registered teachers by requesting schools and colleges to include in the principal's report a brief statement on the induction assistance provided.

Outlined below are suggestions regarding the roles of the various parties in a systematic teacher induction program.

Role of Beginning Teacher

. a teaching load appropriate to a beginning teacher from within the teaching area(s) for which the beginning teacher was prepared and which does not include excessively large classes or classes known to present special difficulties (where possible, a beginning teacher would be given a reduced teaching load and/or additional release time)

. engagement in lesson preparation, discussions with teacher-mentor, and involvement in school or college induction activities, beginning teacher seminars and other inservice professional development programs

Role of Mentor Teacher

. provision of advice and assistance to the beginning teacher as needed or requested on the planning, teaching and evaluation of instruction

. providing other professional support to the beginning teacher, e.g.

- coaching
- demonstrations
- recommendations on courses, workshops or conferences to improve the beginning teacher's knowledge and skills
- introduction to professional associations
- acculturation into the school or college and its community
- orientation to the resources, policies and procedures of the school, region and system

. observing and critiquing the beginning teacher's performance, and providing feedback or formative assessment that is confidential to the beginning teacher and the mentor

. acting as confidant, counsellor and advocate for the beginning teacher

. holding regular discussions/conferences with the beginning teacher for the purposes indicated above

. involvement in beginning teacher seminars

Role of Employing Authority

. provision for mentor teachers

- assistance in preparation of mentors for their role in induction
- freeing of mentors from some of their classroom duties to enable them to devote time to their mentoring role
- staffing schools on such a basis that beginning teachers can receive appropriate support
- appropriate placement of beginning teachers
- administration of employing authority induction and probation procedures
- support for beginning teachers and for school induction processes through school support centres

Role of School Administration

- provision of orientation, induction and professional development activities for beginning teachers and other teachers newly appointed to the school
- supporting, while respecting the confidentiality of, the mentor-beginning teacher relationship
- carrying out of formal assessments of teachers at regular intervals during the induction period for the purposes of probation and provisional registration (the mentor would not be involved in making these assessments but would discuss them with the beginning teacher and assist the beginning teacher to work on any identified problem areas)

Role of Higher Education Institutions

- participation in, or conducting of, seminars which provide opportunities for beginning teachers to discuss and reflect on their experiences
- acting as a resource for beginning teachers in the local area
- making staff, facilities and resources available to devise special support programs for beginning teachers with identified difficulties
- assistance in preparation and ongoing support of mentors, possibly through programs which can give academic credit

. consultation and technical assistance in the development and implementation of beginning teacher support programs.

While the discussion of induction processes in this chapter has focused on the particular induction needs of beginning teachers, similar considerations apply to varying degrees to the induction of experienced teachers appointed to a given school for the first time. Teachers coming from interstate or overseas will need support in making the transition to the Queensland system as well as to the curriculum and teaching approaches adopted in their schools. Teachers from overseas may have particular needs in terms of orientation to Australian society, culture and schooling, and adaptation to teaching styles, relationships with students and language genres very different from those of their home countries. Ideally, teachers from overseas should have opportunities for professional orientation and/or bridging courses to prepare them for their first teaching appointments, but a school or college induction policy also needs to take account of the special needs of teachers from other cultural backgrounds as well as beginning teachers, teachers returning after an absence, and teachers transferring from other schools or colleges. Experienced teachers may not require as much time for discussion with mentors, and may not need a mentor for very long, but the Working Party considers that a mentoring policy should nevertheless ensure that suitable mentors are available to experienced teachers teaching in a school or college for the first time as well as to beginning teachers.

The Working Party believes that induction, including the availability of an experienced teacher as mentor, is of sufficient importance in the professional development process for beginning teachers and teachers teaching in Queensland for the first time that the Board should feel obligated to satisfy itself that an appropriate induction program, including professional mentoring, has been provided for each provisionally registered teacher as part of the process of obtaining full registration.

Recommendation 4

That the Board advocate the adoption of mentoring along the lines outlined above as part of the induction process for beginning teachers and for teachers teaching in Queensland for the first time.

Recommendation 5

That the Board prepare and publish brochures on induction and mentoring for wide distribution to schools, school support centres, employing authorities and higher education institutions and to persons granted provisional registration.

Recommendation 6

That the Board include in its reporting requirements for the confirmation of provisional registration a request for a statement from the school on the induction process provided for the provisionally registered teacher, to be countersigned by the mentor who worked with the provisionally registered teacher.

CHAPTER 8

INITIAL APPOINTMENT OF BEGINNING TEACHERS

Reports on teacher education and on the induction of beginning teachers over the past decade or more have stressed the need for sensitivity in the initial teaching assignment given to beginning teachers. They have suggested that beginning teachers not be placed in schools where they are unable to have access to experienced teachers for professional support or in schools that present particular difficulties to teachers because of their location or because of the nature of the student body. Reports have also suggested that, within the school, beginning teachers should not be assigned to unduly large or difficult classes, asked to teach too great a range of subjects requiring excessive preparation, or required to teach in subject areas or age ranges outside those for which they are qualified. Many reports have also recommended a reduced teaching load for beginning teachers to allow additional time for preparation, location of resources and consultation with experienced colleagues.

The Working Party was disturbed to note from its own survey of provisionally registered teachers, from Maxwell's (1990) survey of recent graduates from the Diploma in Education program at the University of Queensland, and from the report of the Board's Working Party on Subject Teaching Area Requirements for Secondary Teachers that many beginning teachers are still being asked to teach in areas outside those for which they were prepared in their preservice teacher education.

There was also a high incidence of provisionally registered teachers having taught at more than one school in their first year. Maxwell's survey of graduates from the University of Queensland Diploma of Education program between 1982 and 1984 suggested that around two thirds of all beginning secondary teachers were required to teach at least one class in a subject area outside the curriculum areas taken in their preservice preparation. For about 20 per cent of the graduates, more than half of their teaching was outside those areas for which they were prepared, and for about 10 per cent, over two thirds was outside their preservice areas. On average, beginning secondary teachers could expect to have between one quarter and one third of their teaching outside the areas for which they had been prepared in their preservice program. The subjects in which this was most likely to occur were Mathematics and Social Science.

Maxwell also found that beginning teachers in his survey often had a very heavy workload of preparation and assessment because of the number of different subjects and year levels they were asked to teach. Over half of them were teaching in three or more different subject areas.

From its consideration of recommendations for the extension of provisional registration, and the associated comments by the provisionally registered teachers involved and their referees, the Board's Admissions Committee has also been concerned about the incidence of beginning teachers who have experienced difficulties because they have been asked to teach in subject areas outside those for which they were prepared. The Committee has had little alternative to extending the period of provisional registration, but has felt it unjust that the teachers involved have been asked to demonstrate competence under particularly difficult circumstances. The Committee has suggested on several occasions that the report form should include details of the subject areas and year levels covered in the teacher's preservice program or previous experience and a statement of the teaching assignment undertaken during the period of provisional registration. While it will be too late to remedy the situation by the time the report is received by the Board, the inclusion of such a request on the report form would serve as a declaration of the Board's position and may provide an incentive to avoid inappropriate teaching assignments.

The survey conducted by the Working Party in 1990 showed that these problems continued to confront beginning secondary teachers. A large number of the provisionally registered secondary teachers in the survey reported teaching at least one class outside their teaching area. While Mathematics and Social Science (particularly Citizenship Education) were high on the list of subjects involved, Science, English, Health and Physical Education, and Pastoral Care were also frequently mentioned.

Submissions to the Board's Working Party on Subject Teaching Area Requirements for Secondary Teachers in 1990 also indicated ongoing concern for beginning secondary teachers asked to teach outside their preservice teaching areas. That working party suggested that the problem was likely to increase rather than decrease because of the broadening of the upper secondary curriculum in response to the needs of the wider range of students staying on to Year 12.

The Secondary Subject Area Working Party noted that teacher education institutions were responding to this development by preparing teachers in broad curriculum areas rather than for specific subjects and focusing curriculum studies towards preparing teachers who would be more flexible and adaptable, more able to meet the needs of students through diverse curriculum approaches and learning

modes. At the same time, it noted that such an approach would necessitate the provision of more time for beginning teachers to prepare teaching programs and also time to extend their content knowledge in the particular topics they needed to teach. This approach in turn carries implications for subject discipline studies in preservice courses, emphasising the need for graduates to have a good knowledge of the scope, methodology and sources of current content in their discipline, rather than expert factual knowledge of the content of one or two specific areas within the discipline field.

The Secondary Subject Area Working Party accordingly suggested that beginning secondary teachers be given a reduced workload to allow them time for preparation as well as for induction activities, and saw a particular role for professional bodies (especially subject teacher associations) in supporting beginning secondary teachers in curriculum planning, teaching approaches and locating current resources. It suggested that a reduction of up to 20 per cent for first year teachers would be desirable, and the comment was made that such a reduction was not unreasonable in terms of the differential between the salary levels of beginning teachers and teachers with a number of years of teaching experience. It also noted the need for beginning teachers to be made aware of the support networks available to them, such as those provided through education centres, teacher support centres, professional associations and the Board of Senior Secondary School Studies as well as the support that may be available within a school. General information about such networks could well be included in material provided to provisionally registered teachers by the Board of Teacher Registration.

While the incidence of beginning primary teachers being required to teach outside the subject areas for which they were formally prepared in their preservice programs is minimal, the demands on preservice programs are such that few beginning primary teachers would claim to be confident of their ability to teach in all the curriculum areas they have to teach. Thus the need for time for preparation and for access to outside support in subject discipline areas also applies to beginning primary teachers.

More commonly reported problems confronted by primary teachers related to the diversity of the children in the class or classes taught and the incidence of transfers during the first year or two of teaching. Some difficulties were reported in teaching multigrade classes and in coping with children with learning difficulties or with gifted children in the class. Such teaching challenges place a significant additional preparation load on the inexperienced teacher, and efforts should be made to avoid placing them in unnecessarily difficult situations.

The Board's Admissions Committee has also noted the difficulties that arise when provisionally registered teachers are appointed to specialised positions which do not involve teaching in the regular classroom. The Committee has a difficulty in accepting for the purposes of confirmation of registration a report on a provisionally registered teacher's service in a distance education centre, in a life education centre, in a commercial business college or ELICOS institution or in the role of a guidance teacher or school counsellor. While it may well be appropriate to appoint an experienced, although provisionally registered, teacher from interstate to positions such as these, the Working Party believes that beginning teachers should have the opportunity to gain experience in a regular teaching situation and have their registration confirmed before being appointed to more specialised positions.

Over half of the provisionally registered teachers in the Working Party's survey were appointed to their first schools at the beginning of the school year, but some 43 per cent had commenced at other times during the school year. Also, while over 70 per cent of those surveyed had taught in the one school throughout their first year of teaching, 20 per cent had taught in two and a significant number had taught in three or more schools. These survey results indicate the importance of schools having induction policies which can be activated at any time during the year whenever a teacher is appointed or transferred to the school. While provisionally registered teachers appointed at the beginning of the school year may be able to receive advance notice of their teaching assignment, to visit or communicate with the school before taking up appointment, and to take part in 'pupil-free' planning days at the beginning of the school year, those appointed or transferred during the year have little chance to prepare. It is to be hoped that employing authorities would endeavour to notify as many as possible of the new teachers to be appointed in a given year in time for them to make preparation for their teaching and to take part in school planning and induction activities before the school year commences.

Recommendation 7

That the Board again draw to the attention of employing authorities and schools the need for appropriate placements and teaching assignments for provisionally registered teachers.

Recommendation 8

That the Board include in its reporting requirements for confirmation of provisional registration a request for details of the subject areas and year

levels for which the teacher has been prepared together with a statement setting out the teaching assignment(s) undertaken by the teacher during the period of provisional registration, to be completed by the provisionally registered teacher.

Recommendation 9

That the Board provide to each person granted provisional registration a *'provisionally registered teacher's kit'* setting out the requirements for confirmation of provisional registration, the Board's expectations for the provision of induction for provisionally registered teachers, the kinds of support that might be expected, resources available for induction, and advice on sources of assistance should problems arise during the period of provisional registration.

APPENDIX I

WORKING PARTY ON THE INDUCTION OF BEGINNING TEACHERS

MEMBERSHIP

Chair

MR G.W. HALL,
Bucasia State School

Members

MR J.E. ALCORN,
Goodna Special School

MRS H. BUSFIELD,
State Preschool Centre, Richlands

MR C.D. DEAN,
Department of Education, Queensland

MR D.J. HANLY,
Kelvin Grove State High School

MS S-B. MEEHAN,
Division of Education, Griffith University

REV. L.H. NAIRN,
All Saints Anglican School, North Mudgeeraba

MR R.C. MULLER,
Faculty of Education, Queensland University of Technology (Kelvin Grove)

MRS D.R. REARDON,
Queensland Catholic Education Commission

MR J.F.A. SCHMIDT,
Division of Education, Griffith University

MR R. THOMPSON,
University College of Central Queensland (Bundaberg)

APPENDIX II

RECOMMENDATIONS ARISING OUT OF BOARD OF TEACHER EDUCATION INDUCTION CONFERENCE, 25 OCTOBER 1980

A. Basic Principles

The conference endorsed, as basic principles for the induction of beginning teachers, the following recommendations of the *1978 Review: Teacher Education in Queensland* (the Bassett Report):

* Systematic schemes of induction need to be planned and implemented in all schools where there are beginning teachers as an essential phase of teacher development. The induction period should be accepted as the first critical quality control phase of inservice education.

* The induction of beginning teachers should be primarily the responsibility of the school itself. Assistance from outside the school in authorising action, providing resources and advice is also necessary, but this should be supportive and supplementary.

* Care should be taken by schools in planning the induction of beginning teachers to relate it as closely as possible to their course of training, and to approach it as an integral part of the three phase structure of diploma-induction-degree. To achieve this a close relationship between the training institutions and the schools should be established.

* School induction programs should provide a variety of forms of assistance to the beginning teacher which supplement his background knowledge with information of a specific kind relating to the school and its community, which capitalise on his previous training, and assist him to deal in a practical way with class management, curriculum planning, teaching method, and other facets of his teaching. The school should also protect him from unreasonable demands, encourage him, strengthen his confidence and satisfaction in his work, and respect his personal style.

In so far as it applies to the induction of beginning teachers as well as the continuing professional development of all teachers, the conference would also support -

* Improving the effectiveness of each school should be a priority objective in the planning and implementation of inservice education.

B. Conference Recommendations

From these basic principles, from the results of the Board's research and from the group and plenary discussions during the conference, the following conclusions emerged.

1. Policy on Induction

(a) Policy statements should be prepared by the Department of Education and other employing authorities as a basis for school-based induction programs.

(b) Induction should be seen as a phase of the continuing professional development of the teacher. It should be articulated with the preservice preparation of the beginning teacher and with the further formal studies which are expected to follow.

(c) Each school should formulate its own written induction program with a clear allocation of tasks to members of staff. In most cases, it will be desirable for a staff member other than the principal to be appointed as the coordinator of induction in the school.

(d) Induction programs should be highly personalised, providing support for the individual beginning teacher's professional development, capitalising on his strengths and catering for his particular needs.

(e) School induction programs should recognise the need for induction into the profession, into the school and into the school community.

(f) School induction programs should include provision for the preparation of staff members for the induction of beginning teachers.

(g) School induction programs should be supported and monitored by employing authorities.

(h) Regional conferences for beginning teachers should be arranged each year primarily to allow them to meet and share their experiences and discuss their problems.

2. Articulation with Preservice Preparation

(a) Employing authorities, schools and teacher education institutions should consult and collaborate so that institutions can prepare beginning teachers for the reality of the classroom, so that schools can make effective use of the strengths of beginning teachers and so that both institutions and schools can foster the idealism and professional integrity of beginning teachers.

(b) Collaboration and mutual understanding between teacher education institutions and schools would be enhanced by the secondment of experienced teachers to the staff of the institutions and by the involvement of teacher educators in schools at both the classroom and curriculum development levels.

(c) Extended periods of continuous classroom experience not associated with assessment should be provided during the preservice phase of teacher education.

(d) Practice schools and supervising teachers should be carefully selected to ensure that the student teacher's school experiences are a meaningful preparation for his future teaching responsibilities.

(e) Opportunities for classroom observation or for experience as a teacher aide should be available for anyone planning to enrol in a preservice teacher education program.

(f) Inspectors and other representatives of employing authorities should provide student teachers in their final year with information and advice about the nature of their education systems and the students' employment prospects within them.

3. **The Initial Placement**

(a) Systems and schools should endeavour to reduce the complexity of the beginning teacher's task by such means as -

(i) appointment to schools which are known to be supportive in their approach to induction;

(ii) avoiding the appointment of an excessive number of beginning teachers to one school;

(iii) avoiding allocation to large classes or to classes which contain children with learning difficulties or behavioural problems;

(iv) taking account of the beginning teacher's subject or grade preferences and of his particular strengths and interests;

(v) providing for a handover period with the beginning teacher's predecessor where possible;

(vi) giving sufficient notice of appointment to enable the beginning teacher to spend some time at the school before taking up duty.

(b) Given such a reduction in the complexity of the beginning teacher's task, and the provision of professional support by other teachers, most conference participants did not favour any reduction in the class contact time of the beginning teacher.

4. **The Nature of School Induction Programs**

(a) Induction programs should involve the whole school staff in providing positive support for the beginning teacher and for his self-concept.

(b) Induction programs should be flexible in timing, duration and organisation to meet the individual needs of each beginning teacher but should be based on careful planning and documentation.

(c) In preparing induction programs, schools should consider such aspects as:

(i) a pre-appointment visit;

(ii) a letter of welcome;

(iii) a handbook of information about the school, its policies, its objectives and procedures, and the community it serves;

(iv) pupil-free staff days in January;

(v) the preparation of the first month's CCP by an experienced teacher;

(vi) the allocation of an experienced teacher to work with each beginning teacher;

(vii) the designation of a particular staff member (other than the principal) as a coordinator of induction in the school;

(viii) involvement of beginning teachers in small group discussions as well as general staff meetings;

(ix) the allocation of specific times for induction activities;

(x) the need to avoid undue interruptions to the normal teaching program of the school;

(xi) the involvement of parents and other community members;

(xii) the preparation of the whole staff for the induction of beginning teachers.

5. **The Importance of School Climate for Induction**

(a) The philosophy of the school permeates all that happens in the school and a sound philosophy is thus a prerequisite for an effective induction program.

(b) While the school principal has the key role in the development of a sound school philosophy, this process requires extensive cooperation amongst all teachers at a professional level.

(c) If the school has a sound professional philosophy, induction will occur as part of the normal life of the school rather than as a necessary addition to it.

(d) The principal, in particular, must be knowledgeable about, informed about, concerned about and empathetic towards the needs of beginning teachers.

(e) An active response relationship must be developed between the beginning teacher and other staff members so that the beginning teacher can make a meaningful contribution to the life of the school and the school can capitalise on his contribution.

6. **Suggestions for Future Research**

(a) Information concerning existing induction schemes should be gathered and their effectiveness monitored. (This might encompass reporting by schools of their induction programs, and surveying beginning teachers concerning their induction experiences.)

(b) Case studies of induction in selected schools.

(c) A pilot induction program should be conducted in a number of schools. The pilot program should be monitored and evaluated and a report on its effectiveness should be made to the Board of Teacher Education.

(d) There should be a continuing review of practice teaching to monitor its effectiveness in meeting the needs of beginning teachers.

(e) Any induction policy should be supported by research into such aspects as -

(i) the desirable characteristics of persons conducting induction programs;

(ii) the identification of those skills developed more appropriately in schools than in teacher education institutions;

(iii) induction programs in other vocations (e.g. internships);

(iv) the qualities required of practising schools and supervising teachers;

(v) types of system support for placement.

(f) A survey should be undertaken of the use made by schools of the Primary Inservice Committee's Booklet on Induction.

(g) A study of the extent to which beginning teachers possess the qualities identified as important in the Board's research.

7. **Follow-up Action by Board of Teacher Education**

In addition to drawing out and publishing the conclusions of the conference, the Board of Teacher Education should -

(a) undertake an analysis of existing induction programs, which could be made available, with the results of the Board's research, to principals, teachers associations and employing authorities;

(b) hold regional conferences on the results of its research and its analysis of existing induction programs;

(c) recommend to employers the formulation of policy statements on induction and the provision of support for schools in implementing induction programs.

APPENDIX III

QUESTIONNAIRE ON THE INDUCTION OF PROVISIONALLY REGISTERED TEACHERS

QUESTIONNAIRE TO PRINCIPALS ON THE INDUCTION OF PROVISIONALLY REGISTERED TEACHERS IN THEIR SCHOOLS

BOARD OF TEACHER EDUCATION

QUEENSLAND

Questionnaire on the Induction of Provisionally Registered Teachers

If you have taught at more than one school since being granted provisional registration, please answer this questionnaire in relation to the school at which you spent the most time during your first year of teaching in Queensland.

Many of these questions can be answered by placing a tick in an appropriate box. In some questions you are asked to write a few words in the spaces provided.

Any queries you have about the study should be directed to Jill Manitzky or Jenny Dargusch at the Board of Teacher Registration, phone (07) 870 7168.

Completed questionnaires should be returned to the Board, using the reply-paid envelope, by 13 July 1990.

Office use only

IDNO

Cols 1-4

111.

PRESERVICE DETAILS

Cols

1. **Personal details**

(a) Year of birth 19☐☐

(b) Your sex ☐ 1 Male 5-6

☐ 2 Female 7

2. **Years of preservice tertiary study**

Please indicate in the boxes below the total number of years of tertiary study in your initial preparation for teaching. For example, if you completed a Diploma of Teaching, tick the box for '3 years', whereas if you completed a degree and a Diploma in Education, then tick the box for '4 years'.

8

☐ 2 1 or 2 years

☐ 3 3 years

☐ 4 4 years

☐ 5 5 or more years

3. **Name of teaching qualification(s) obtained**

_____

4. **Location in which your initial teacher education was completed:**

☐ 1 Queensland

☐ 2 Other Australian State or Territory (please specify) _____ 9

☐ 3 Outside Australia (please specify the country) _____

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1 . 9

5. **Teaching area(s) for which you were prepared** 10-15

- ☐ 1 Early Childhood Education
- ☐ 2 Primary Education
- ☐ 3 Primary Education with specialisation. Indicate major study area ____
- ☐ 4 Special Education. Indicate area of specialisation _____
- ☐ 5 Secondary Education. Indicate subjects for which you were prepared

  Major(s) _____ _____
  Minor(s) _____ _____

- ☐ 6 TAFE. Indicate area(s) of specialisation _____

6. **Year in which preservice teacher education was completed** 1 9 ☐☐ 16-17

7. **Year in which you first began teaching** 1 9 ☐☐ 18-19

EXPERIENCE AND FURTHER STUDY

8. **Previous teaching experience**

Did you teach for one year or more between completing your initial teacher education course and being granted provisional registration in Queensland?

- ☐ 1 No 20
- ☐ 2 Yes. If yes, indicate number of years ☐☐ 21-22

9. **Further studies**

Have you completed any additional tertiary study since completing your initial teacher education?

☐ 1 No 23

☐ 2 Yes. If yes, indicate the number of full-time equivalent years of study completed:

In education ☐☐ years 24-25

In other academic fields ☐☐ years 26-27

10. **Upgrading**

Have youbeen advised by the Board that you are required to upgrade your qualifications as a condition of provisional registration?

☐ 1 No 28

☐ 2 Yes

INITIAL TEACHING APPOINTMENT IN QUEENSLAND

11. **First twelve months of teaching**

		Month	Year	
(a)	Date of initial appointment to a Queensland school after being granted provisional registration	☐☐	19☐☐	29-30 31-32
(b)	Number of schools in which you have taught since the above date	☐☐ schools		33-34
(c)	Longest period in any one school within first twelve months of teaching as a provisionally registered teacher in Queensland	☐☐ months		35-36

N.B. Please answer the remainder of the questionnaire in relation to the school identified in (c) above.

12. **Employing authority**

- ☐ 1 Government 37
- ☐ 2 Catholic
- ☐ 3 Other non-government

13. **Type of school in which you commenced teaching**

- ☐ 1 Kindergarten/child care centre 38-39
- ☐ 2 Preschool
- ☐ 3 Early education centre
- ☐ 4 Primary school
- ☐ 5 Special school
- ☐ 6 Special education unit
- ☐ 7 Secondary school
- ☐ 8 Secondary department in a primary school
- ☐ 9 Junior college/middle school
- ☐ 10 Senior college
- ☐ 11 TAFE college
- ☐ 12 Other. Please specify _____

14. **Location**

What is the postcode of the school? 4☐☐☐ 40-42

Was this school or geographical area one of your preferences when applying for teaching positions?

- ☐ 1 No 43
- ☐ 2 Yes

15. **Total number of teachers in the school** (including yourself)

☐	1	1	44
☐	2	2	
☐	3	3	
☐	4	4	
☐	5	5	
☐	6	6-10	
☐	7	11-20	
☐	8	21-30	
☐	9	31-50	
☐	10	Over 50	

16. Classes taught

(a) Please give details of your teaching assignment in the table below.
Remember that this refers to the school in which you spent the longest time within the first 12 months as a provisionally registered teacher.

Preschool and Early Childhood Teachers
Please complete a separate line for each different group of children, indicating the number of hours per week and the number of children involved.

Primary Teachers
- If you teach a single class, please fill in year level(s) and number of students.
- If you teach several different classes, please complete a separate line for each class, indicating subject(s) taught, year level, hours per week and number of students involved.

Special Education Teachers
- If you teach a single class, please fill in area(s) of specialisation involved, age range and number of students.
- If you teach several different classes, please complete a separate line for each class.

Secondary or TAFE Teachers
For each class or group, please indicate the subject you regularly teach, the year level of that class, the number of hours per week engaged in teaching that class, and the number of students in that class.

CLASS/SUBJECT	YEAR LEVEL(S) (or age range as applicable)	HOURS/WEEK	NO. OF STUDENTS
			45-100
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

(b) Did any of these classes involve teaching in cooperation with another teacher?

☐ 1 No 101

☐ 2 Yes. If yes, please describe the nature of this cooperation.

_____

_____

(c) Please list any problems or challenges posed by your class for a provisionally registered teacher. 102

_____

_____

INDUCTION PROGRAM PROVIDED

17. Did your school have a formal induction program?

☐ 1 No 103

☐ 2 Yes

18. **Orientation**

Tick any support received before or right at the start of your first year.

☐ 1 Telephone contact from school 104-109

☐ 2 Welcoming information package

☐ 3 Meeting with school administrators

☐ 4 Meeting with staff

☐ 5 Meeting with parents

☐ 6 Other. Please specify _____

19. **Early months of teaching**

Indicate to what extent the following *People*, *Activities* and *Resources* were helpful to you in your first months of teaching.

		VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL./ DID NOT OCCUR (9)
(a)	*People*						110-119
	Principals						
	Other school administrators						
	'Buddy' teachers						
	Team teaching partner						
	Other classroom teachers						
	Resource or remedial teachers						
	Advisory teachers/consultants						
	Inspectors						
	College/university lecturers						
	Other beginning teachers						
	Other. List any other people who have been a great help _____ _____ _____						

		VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL / DID NOT OCCUR (9)
(b)	*Activities*						120-132
	Normal school staff meetings						
	School meetings for provisionally registered teachers						
	School workshops for provisionally registered teachers						
	Programs at an education centre						
	Meetings of a professional association						
	Observing demonstration lessons						
	Feedback from observation of your teaching						
	Visiting other schools						
	Working on school curriculum committees						
	Participation in formal professional development activities						
	District/regional beginning teachers' conference						
	Involvement in school's extra-curricular program						
	Pupil-free days						
	Other. List other major activities which have been a great help _____ _____						

	VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL./ DID NOT OCCUR (9)
(c) ***Resources***						133-146
Curriculum support materials						
Text books						
Personal lesson notes prepared for practising school						
Material/notes provided by college during preservice course						
Resource material you prepared during preservice course						
Education centre resources						
School library (teacher references)						
Kits (for example):						
. *A Class for All Seasons*						
. *Cooperative Teaching in Double Teaching Spaces*						
. *Classroom Management Kit*						
. *TIPS*						
. *Starting The Year Well*						
. *Topic Timetable*						
. *Other kits*						
Other. List other resources which have been a great help. _____						

19. Indicate the adequacy of support received during first months in each of the following ways:

	MORE THAN ADEQUATE (4)	ADEQUATE (3)	IN-ADEQUATE (2)	NONE (1)
				147-161
Information about school policies and procedures				
Information about employing authority policies and procedures				
Guidance in fulfilling duties				
Information about school's resources, support and specialist staff				
Advice on procedures for contacting and communicating with parents				
Assistance with understanding/using curriculum documents				
Assistance with planning (timetables, programs, units, themes, lessons, CCP)				
Explanation of pupil assessment procedures				
Advice on teacher-pupil interaction and management				
Assistance in developing awareness of the role and responsibility of the teacher				
Information on the role of professional bodies				
Assistance in developing personal profile/portfolio				

	MORE THAN ADEQUATE (4)	ADEQUATE (3)	IN-ADEQUATE (2)	NONE (1)
Advice and assistance with further professional development				
Advice on self-evaluation				

PROGRESSION TO FULL REGISTRATION

20. **Board of Teacher Registration Principal's Report Form**

(a) Are you familiar with the form?

☐ 1 No 162

☐ 2 Yes

(b) Has your principal discussed the form with you?

☐ 1 No 163

☐ 2 Yes

(c) Has your principal written a report on your teaching for the Board of Teacher Registration?

☐ 1 No 164

☐ 2 Yes

(d) Please describe and/or comment on how you were involved in the preparation of the report.

_____

_____

_____

_____

_____

ADDITIONAL INFORMATION

21. **General Comments**

(a) Please describe and/or comment on the perceived strengths and weaknesses of your school's induction program.

Strengths:

Weaknesses:

(b) Any other comment:

Thank you for completing the questionnaire.
Your assistance is greatly appreciated.

Please return the questionnaire, using the reply-paid envelope to:

Board of Teacher Registration,
P.O. Box 389,
TOOWONG. Q. 4066.

BOARD OF TEACHER REGISTRATION

QUEENSLAND

Questionnaire to Principals on the Induction of Provisionally Registered Teachers in Their Schools

Please answer this questionnaire in relation to your present school.

Many of these questions can be answered by placing a tick in an appropriate box. In some questions you are asked to write a few words in the spaces provided.

Any queries you have about the study should be directed to Jill Manitzky or Jenny Dargusch at the Board of Teacher Registration, phone (07) 870 7168.

Completed questionnaires should be returned to the Board, using the reply-paid envelope, by 12 October 1990.

Office use only

IDNO

Cols 1-4

SCHOOL DETAILS

1. **Employing authority**

- ☐ 1 Government 5
- ☐ 2 Catholic
- ☐ 3 Other non-government

2. **Type of school**

- ☐ 1 Kindergarten/child care centre 6-7
- ☐ 2 Preschool
- ☐ 3 Early education centre
- ☐ 4 Primary school
- ☐ 5 Special school
- ☐ 6 Special education unit
- ☐ 7 Secondary school
- ☐ 8 Secondary department in a primary school
- ☐ 9 Junior college/middle school
- ☐ 10 Senior college
- ☐ 11 TAFE college
- ☐ 12 Other. Please specify _____

3. **Location**

What is the postcode of the school? 4☐☐☐ 8-10

4. **Total number of teachers in the school (including yourself)**

- ☐ 1 1 — 11
- ☐ 2 2
- ☐ 3 3
- ☐ 4 4
- ☐ 5 5
- ☐ 6 6-10
- ☐ 7 11-20
- ☐ 8 21-30
- ☐ 9 31-50
- ☐ 10 Over 50

INDUCTION PROGRAM PROVIDED

5. Does your school have a formal induction program?

- ☐ 1 No — 12
- ☐ 2 Yes

6. **Orientation**

Tick the types of support provided to provisionally registered teachers before or right at the start of their first year.

☐ 1 Telephone contact from school 13-18

☐ 2 Welcoming information package

☐ 3 Meeting with school administrators

☐ 4 Meeting with staff

☐ 5 Meeting with parents

☐ 6 Other. Please specify _____ ____

7. Early months of teaching

Indicate to what extent you have found the following *People*, *Activities* and *Resources* are helpful to provisionally registered teachers in their first months of teaching.

		VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL./ DID NOT OCCUR (9)
(a)	*People* Principals						14-23
	Other school administrators						
	'Buddy' teachers						
	Team teaching partner						
	Other classroom teachers						
	Resource or remedial teachers						
	Advisory teachers/consultants						
	Inspectors						
	College/university lecturers						
	Other beginning teachers						
	Other. List any other people who have been helpful. _____ _____ _____						

	VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL./ DID NOT OCCUR (9)
(b) *Activities* Normal school staff meetings						24-36
School meetings for provisionally registered teachers						
School workshops for provisionally registered teachers						
Programs at an education centre						
Meetings of a professional association						
Observing demonstration lessons						
Feedback from observation of your teaching						
Visiting other schools						
Working on school curriculum committees						
Participation in formal professional development activities						
District/regional beginning teachers' conference						
Involvement in school's extra-curricular program						
Pupil-free days						
Other. List other major activities which have been helpful. _____ _____						

		VERY GREAT HELP (5)	GREAT HELP (4)	SOME HELP (3)	LITTLE HELP (2)	NO HELP (1)	HELP NOT AVAIL./ DID NOT OCCUR (9)
(c)	*Resources* Curriculum support materials						37-51
	Text books						
	Personal lesson notes prepared for practising school						
	Material/notes provided by college during preservice course						
	Resource material you prepared during preservice course						
	Education centre resources						
	School library (teacher references)						
	Kits (for example): . *A Class for All Seasons*						
	. *Cooperative Teaching in Double Teaching Spaces*						
	. *Classroom Management Kit*						
	. *TIPS*						
	. *Starting The Year Well*						
	. *Topic Timetable*						
	. *Other kits*						
	Other. List other resources which have been helpful. _____						

8. Indicate the importance you place on each of the following activities in assisting beginning teachers during the first months of teaching:

	VERY GREAT IMPORT-ANCE (4)	GREAT IMPORT-ANCE (3)	SOME IMPORT-ANCE (2)	NO IMPORT-ANCE (1)
Information about school policies and procedures				52-65
Information about employing authority policies and procedures				
Guidance in fulfilling duties				
Information about school's resources, support and specialist staff				
Advice on procedures for contacting and communicating with parents				
Assistance with understanding/using curriculum documents				
Assistance with planning (timetables, programs, units, themes, lessons, CCP)				
Explanation of pupil assessment procedures				
Advice on teacher-pupil interaction and management				
Assistance in developing awareness of the role and responsibility of the teacher				
Information on the role of professional bodies				
Assistance in developing personal profile/portfolio				

	VERY GREAT IMPORT-ANCE (4)	GREAT IMPORT-ANCE (3)	SOME IMPORT-ANCE (2)	NO IMPORT-ANCE (1)
Advice and assistance with further professional development				
Advice on self-evaluation				

PROGRESSION TO FULL REGISTRATION

9. **Board of Teacher Registration Principal's Report Form**

(a) Are you familiar with the form?

☐ 1 No 66

☐ 2 Yes

(b) Do you normally discuss the form with any provisionally registered teachers early in their first year of teaching?

☐ 1 No 67

☐ 2 Yes

(c) Do you consider the present format of the form appropriate?

☐ 1 No 68

☐ 2 Yes

(d) Please add any comment you may have on the present form.

_____

_____

_____

_____

_____

ADDITIONAL INFORMATION

10. **General Comments**

(a) Please describe and/or comment on the perceived strengths and weaknesses of your school's induction program.

Strengths:

Weaknesses:

(b) Any other comment:

Thank you for completing the questionnaire.
Your assistance is greatly appreciated.

Please return the questionnaire, using the reply-paid envelope to:

Board of Teacher Registration,
P.O. Box 389,
TOOWONG. Q. 4066.

APPENDIX IV

TEACHERS ON PROBATION: CONFIRMATION OF APPOINTMENT REPORT

DEPARTMENT OF EDUCATION
QUEENSLAND

TEACHERS ON PROBATION: CONFIRMATION OF APPOINTMENT REPORT

[To be completed in fourth term of probationary period.]

ID NO: _____ SURNAME: _____ GIVEN NAMES: _____

LOCATION NO: _____ LOCATION NAME: _____

DATE OF APPOINTMENT: ___/___/___ AWARD CLASSIFICATION: _____

[**Note:** In completing this form, please refer to the *Guidelines for Teacher Review and Development* booklet.]

PRINCIPAL'S COMMENTS

1. CLASSROOM MANAGEMENT

2. INTERPERSONAL RELATIONSHIPS

3. CURRICULUM PROGRAM DEVELOPMENT

4. LEARNING AND TEACHING

PRINCIPAL'S SUMMATIVE RECOMMENDATION AND SIGNATURE

In terms of Section 23 of the *Public Service Management and Employment Act 1988*, I recommend that the:

a) appointment be confirmed. ☐

b) period of probation be extended. ☐

c) appointment be rescinded. ☐

_____ _____

Principal (signature) **Date**

TEACHER'S COMMENTS (OPTIONAL)

I have sighted the above report and have had the opportunity to discuss its contents with the Principal. I understand that this report will be sent to the Executive Director, Region, and that I have 14 days from the date shown below to provide to the Executive Director, Region, a response to the report, if I should so desire.

_____ _____

Teacher (signature) **Date**

Notes on terms used in teachers on probation : report forms

CLASSROOM MANAGEMENT: School and classroom rules, routines and movements; record keeping; time and resource management; organisation of support personnel.

Documentation: Availability and knowledge of school policies and procedures, documentation of classroom routines and organisation.

Class Routine and Organisation: Implementation of documented policies on classroom routines and organisation.

Classroom Discipline: Fostering of inner discipline in students and using other appropriate disciplinary measures.

INTERPERSONAL RELATIONSHIPS: The appropriate selection and use of such traits as sensitivity, empathy, rapport, tact, caring, responsiveness, valuing and assertiveness.

Ability to Communicate with Students: Selection and use of appropriate interpersonal behaviours with students according to varying circumstances.

Interpersonal Relationships with School staff: Selection and use of appropriate collegial behaviours with school staff.

Interpersonal Relationships with Parents and Community Members: Selection and use of appropriate interpersonal behaviours with parents and community members.

CURRICULUM PROGRAM DEVELOPMENT: The planning and preparation (not implementation) of appropriate curriculum for the whole class and for individuals.

Knowledge of Curriculum and Teaching Strategies: Knowledge of relevant curriculum documents, stages of learner growth, and teaching strategies suitable for a particular class and/or individuals.

Curriculum Planning: Physical documentation which reveals a translation of knowledge of curriculum and teaching strategies, together with a translation of the results of ongoing curriculum evaluation (see below), into a program for a specific class and/or individual.

Curriculum Resources: Availability and suitability of curriculum resources to be used/being used by teacher and students during the teaching and learning process.

Curriculum Evaluation Program: Evaluation program to be used/being used to provide feedback on appropriateness of the developed curriculum program. The program includes the plan for student assessment.

LEARNING AND TEACHING: Learning refers to the cognitive, affective and social development of the learner. Teaching refers to the use of planning strategies (involving the promotion of student-centred approaches, supporting both learner independence and group participation, enhancing both holistic and analytical thinking and valuing both learning processes and learning products) and the application of appropriate interactive strategies (questioning, informing, discussing and supervising). (For further details, see *P-10 Teaching Framework (1989)*.)

Use of Appropriate Teaching Strategies: Applying appropriate teaching strategies to implement the planned curriculum program.

Use of Curriculum Resources: Using the resources prepared previously.

Implementation of Curriculum Evaluation: Implementing the planned evaluation program, including the regular assessment of students' performance and the reporting of progress to parents.